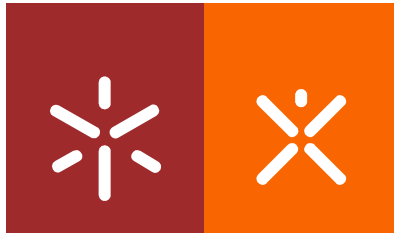




Sancho da Costa Patrício

**Stakeholders' Perspectives of Curriculum
Reform:
An Exploratory Study at the English
Department of the National University of
Timor Lorosa'e.**



Universidade do Minho
Instituto de Educação

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Professora Doutora Maria Assunção Flores

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Stakeholders' Perspectives of Curriculum Reform: An Exploratory Study at the English Department of the National University of Timor Lorosa'e.

É AUTORIZADA A REPRODUÇÃO PARCIAL DESTA DISSERTAÇÃO APENAS PARA EFEITOS DE INVESTIGAÇÃO, MEDIANTE DECLARAÇÃO ESCRITA DO INTERESSADO, QUE A TAL SE COMPROMETE.

Universidade do Minho, __/ __/ ____

Assinatura: _____

PREFACE

First of all I would like to express my gratitude to God that because of His blessing I can finish my study on time.

My dedication to my beloved wife Graziela Aparicio de Oliveira and my children Marjesia G.A.A. Patricio and Migdito G.A.A. Patricio, my mother Ludovina da Costa and father Afonso da Costa Patricio who supported me during my study at the University of Minho, Portugal.

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ABSTRACT

Curriculum reform is a complex and multifaceted process. It implies a wide array of factors and dimensions starting with the process of elaboration and design until its implementation and evaluation. In order to capture its complex variables and dimensions, it is important to take a multi-perspective and multi-dimension stance. This was the starting point to explore the main changes and challenges associated with the curriculum reform in East-Timor, and particularly at the English Department of the Faculty Education, *Universidade Nacional* Timor-Lorosa'e. The goals of this dissertation are to analyze the ways in which the stakeholders look at curriculum reform of English Department of the Faculty of Education; to identify the perceived changes in the transitional and the new curricula from the perspective of the stakeholders; and to get to know the ways in which the stakeholders look at the development of the new curriculum in the Faculty of Education.

An exploratory study was carried out with 7 stakeholders, namely the General Director of the Ministry of Education, the Dean of the Faculty of Education, the Head of Department, three permanent members of staff and one guest lecturer. Data were collected through semi-structured interviews.

Findings suggest that the participants held a positive view of the new curriculum. The main positive aspects were the existence of a new curriculum itself; team teaching; the focus on students; fewer subjects per semester. As far as the negative aspects are concerned, the lack of relevance of some subjects, the lack of facilities to support the teaching and learning process and the lack of human resources especially educators were identified. The main differences between the new and the old curriculum related to the number of subjects included; the nature and focus of the subjects; the perspective of the curriculum and role of student; the role of pedagogy and the role of faculty.

The participants spoke of issues such as insufficient budget, human resources and national security as the main constraints, as well as team teaching and collaboration, students' centered teaching, lesson planning, newness of some subjects and lack of materials and equipment as the main challenges they had to deal with. Issues such as communication, evaluation methods and support were also referred to by the participants as aspects to focus on the implementing the new curriculum. One of the main implications of the study relates to training and professional development opportunities for staff.

RESUMO

A reforma curricular é um processo complexo e multifacetado, o que implica uma variedade de fatores e dimensões, que vão desde a sua elaboração e conceção até à execução e avaliação. A fim de captar a complexidade das suas variáveis e dimensões, é importante adotar várias perspetivas e uma posição multidimensional. Este foi o ponto de partida para explorar as principais mudanças e os desafios associados à reforma curricular em Timor-Leste, particularmente a que foi levada a cabo no Departamento de Inglês da Faculdade de Educação da Universidade Nacional de Timor-Lorosa'e. Esta dissertação pretende analisar o modo como os atores perspetivam esta reforma curricular; identificar as mudanças no que respeita à transição e ao novo currículo, a partir da perspetiva dos intervenientes e conhecer o modo como os atores encaram o desenvolvimento deste novo currículo na Faculdade de Educação.

Realizámos um estudo exploratório com sete partes envolvidas no processo de reforma curricular, nomeadamente com o Diretor-Geral do Ministério da Educação, o decano da Faculdade de Educação, o Chefe de Departamento, três membros permanentes do pessoal e um professor convidado, sendo os dados recolhidos através de entrevistas semiestruturadas. Os resultados sugerem que os participantes têm uma visão positiva do novo currículo, destacando-se, como principais aspetos positivos, a existência de um currículo próprio, o ensino em equipa, o foco nos alunos e a existência de menos disciplinas por semestre. Quanto aos aspetos negativos, salientam-se a irrelevância de algumas matérias, a falta de instalações para apoiar o processo de ensino e aprendizagem e a falta de recursos humanos, especialmente de educadores. Relativamente às principais diferenças evidencia-se o número de disciplinas envolvidas, a natureza dos assuntos em destaque, a perspetiva do currículo e os papéis dos alunos e do corpo docente.

Na implementação do novo currículo, os participantes referiram como principais constrangimentos o orçamento insuficiente, os escassos recursos humanos e a falta de segurança nacional. Como principais desafios, mencionaram o ensino em equipa e de colaboração, o ensino centrado no aluno, o planeamento de aulas, a novidade de algumas disciplinas e a falta de materiais e de equipamentos. Temas como a comunicação, os métodos de avaliação e de apoio também foram referenciados como aspetos a ter em consideração na implementação do novo currículo. Neste sentido, uma das principais implicações do estudo diz respeito à formação e às oportunidades de desenvolvimento profissional para o pessoal docente.

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LIST OF ABBREVIATIONS AND ACRONYMS

UNAMET – United Nations Mission in East Timor

UNTAET – United Nations Transitional Government in East Timor

UNTL – Universidade Nacional Timor Lorosa'e.

UNTIM – Universitas Timor-Timur (East Timor University)

TTT – Teachers' Talking Time

STT – Students' Talking Time

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Appendix 1. Interview protocol

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INTRODUCTION

Talking about the curriculum reform in higher education in Timor-Leste is not an easy task. Before going further, there is a need to understand the historical, cultural, political and geographical backgrounds of this country.

Timor-Leste (East Timor) is a half of Timor Island. It is divided into two: To the east is Timor-Leste and to west is West Timor, which belongs to Indonesia. Timor-Leste is located in South East Asia and between Australia and Indonesia. Geographically, Timor-Leste is an area of 14,874 square kilometers. Statistically, the number of population in the year 2000 was approximately more 800,000 thousand. However, according to the result of census 2010, the number is increased to 1,154,625 (growth rate: 2.0%); birth rate: 25.9/1000; infant mortality rate: 39.3/1000; life expectancy: 67.6; density per sq km: 75 (information retrieved on 18/06/2012: <http://www.infoplease.com>). The map below illustrates Timor Island.

Figure 1. Map of Timor-Leste



Timor-Leste is a country where there are people of diverse languages, cultures and races. Culturally, the country is made up of many different cultures in every region. It can be seen from the 13 districts in Timor-Leste where each district has its own unique cultures.

As far as language is concerned, Timor-Leste has 16 local languages and 36 dialects. In addition, there are also four national languages spoken by the people of Timor-Leste: Tetun

(Timorese lingua franca), Portuguese, English and Indonesian. The numbers of national and local languages make the Timorese closer to the outside world. This condition makes people feel proud of their country and developing self-confidence and establishing communication with the outside world.

Even minimal mastery of a foreign language can also make a significant contribution to the development of self-confidence. The sense of achievement to be derived from not only enhances general self-confidence but it also promotes the confidence required to speak the language even better. Indeed, rather than accent or intonation, it is a person's confidence which is the most important attribute in language learning (White, 2004, p. 119).

Historically, Timor-Leste had experienced three different periods of foreign rules. Portuguese ruled for more than 400 years from 1500-1975. Then, Indonesian took over the rule for 24 years from 1975-1999. The difference of the foreign rules caused different experiences and developments of the school curricula.

Timor-Leste achieves its independence in this new millennium, in 2002, after two years of United Nations Transitional Government in Timor-Leste (UNTAET). However, the destructions of infrastructures and poverty that was left by Indonesia are not easy to reconstruct. This is the case also with education. Government had no choice but to rebuild all the school infrastructures from primary to higher education that were damaged by militia pro-Indonesia, in 1999, when the Timorese pro- Indonesia lost in a referendum.

Lacking of human and economic resources for the first five years of independence, the government had no choice but to adopt the Indonesian school curriculum to be a transitional curriculum of Timor-Leste, although the Timorese has determined the official languages are Tetun and Portuguese. Another reason to use the Indonesian curriculum is because the majority of teachers are Indonesian graduates that do not understand Portuguese.

In regard to higher education, the first government could only make an effort to re-establish a university that was founded by the Indonesian government in 1986 which was called *Universitas Timor-Timur* (East Timor University=UNTIM). The establishment of this university holds a new name: *Universidade Nacional Timor Lorosa'e (UNTL)* (East Timor National University).

Looking at the limitation of human and economic resources of a country that just got its freedom, the first government's annual budget mostly depended on the foreign aids. In this case, the quality of education is not the priority. The priority is that how to set up school institutions to fulfill the urgent needs of the community to educate their children. Under this

condition, the recruitment of UNTL's staff was not based on the requirement of university standard of accreditation. Nevertheless, the recruitment of the staff included the demonstration of high dedication and certification of undergraduate as a minimum requirement. As a result, most of the UNTL's held only undergraduate degree.

To upgrade the quality of the staff, the government provides a Portuguese language course and training to the UNTL's staff. Moreover, many more staff are sent to study overseas especially Portuguese language background countries, such as Portugal and Brazil each year for the master and doctoral programs.

Other than that, the government began to establish its own national curriculum from primary to tertiary education. Especially at higher education, the government designed the national curriculum based on the premise that there were many subjects and their credits as the transitional curriculum no longer meet the challenges of the changing times. For example, in English Department of UNTL, every semester a student was loaded with minimum of eight subjects. Psychologically, too many subjects for a student per semester means the time to master the subjects is not enough. To adjust with the changing times, the government needed to set up a curriculum which was based on the needs of the community and which can meet the international standards.

In relation to the program of the government for reforming the curriculum, a team was set up by the Minister of Education in 2006. The team consisted of the stakeholders within the Ministry of Education and involving the representatives of private and public universities in Timor-Leste. This team concluded their work of the new curriculum in 2007/2008.

The new curriculum for the English Department at the university of Timor Leste commenced in January 2011. In this case, UNTL has been implementing the curriculum since the announcement of the government. Meanwhile, some private universities are still not able to implement it due to the lack of conditions, mainly human and economic resources. Under this situation, the government gives more time for the private universities to prepare themselves for the next 3-5 years.

In the implementation of the new curriculum UNTL and Ministry of Education are working hand in hand to overcome the obstacles such as the lack of teachers to teach the new introduction subjects in the new curriculum and the limitation of teaching and learning facilities.

To overcome the problems, the government and UNTL created workshops, recruited more teaching staff and upgraded staff's quality. As for the facilities, offices are built in every faculty and establishing more partnerships with other national and international institutions.

If we compare the new and the old curriculums, there are some similarities and differences. Overall, the similarities are some subjects that in the old curriculum still remain or are used in the new curriculum. Moreover, as far as some subjects are concerned, only their names have changed. Their content is still pretty similar. However, some subjects are really new to the English Department, which are not familiar for the educators.

Under the old curriculum an undergraduate student needed to do 160 credits hours of 71 subjects for minimum four years plus thesis writing. Under the new Timorese curriculum in every semester a student is loaded with four or five subjects maximum. The total subjects for an undergraduate student to take are 36 subjects of 160 credit hours.

Also, with the new curriculum program, the students need to be more independent in their study and the teachers are supposed to be more cooperative in their teaching. Moreover, the teachers handle fewer subjects, so that they have time to correct students' works, and the students have more time to do their assignments. The new curriculum system is more systematic. The students are supposed to undertake more independent study and the subjects are manageable by the teachers. Finally, the new curriculum is related to the need of the community of Timor-Leste and it is to fulfill the international standards.

Justification of the choice

There are several reasons in choosing this topic. Firstly, there is no previous research on the curriculum reform in Timor-Leste. Secondly, getting to know the strengths and weaknesses of the national curriculum reform could become a reference for the government. Thirdly, it may stimulate the Timorese researchers for further research in the area of education. Fourthly, the choice of this topic also relates to the author's personal and professional interests in this field both as a teacher educator and as a researcher.

Research questions and main goals

A given research project is carried out when a researcher wants to find out an answer to a given question or a problem. As Pacheco (1995, p. 67) states, *"um problema inicial que,*

crescente e ciclicamente, se vai complexificando em interligações constantes com novos dados, até à procura de uma interpretação válida, coerente e solucionadora". Thus, the issue of replacing the Indonesian curriculum by the Timorese own curriculum for tertiary education has led to the following research questions:

- What are the key dimensions of the curriculum reform of English Department of the Faculty Education, *Universidade Nacional Timor-Lorosa* 'e?
- How do different stakeholders look at the new curriculum and their implications for the Faculty of Education?

As such, the goals of this study are:

1. To analyze the ways in which the stakeholders look at curriculum reform of English Department of the Faculty of Education;
2. To identify the perceived changes in the transitional and the new curricula from the perspective of the stakeholders;
3. To get to know the ways in which the stakeholders look at the development of the new curriculum in the Faculty of Education.

In order to respond to these research questions and goals, an exploratory study was designed. Semi-structured interviews were conducted with seven participants: the Director General of the Ministry of Education and Culture, who is responsible for the reform and implementation of the new curriculum; the Dean of the Faculty of Education and the Head of English Department. Also included are other three permanent English Lecturers and one guest lecturer. The interviews were conducted from August to October 2012.

The organization of the thesis

This thesis is organized in three main chapters, the introduction and the conclusion and discussion sections.

Chapter I includes the review of the literature related to curriculum reform. It discusses the concept and meaning of the word curriculum, the focus and understanding of the national curriculum is dealt with. Then curriculum reform and innovation are discussed and the reform in Timor-Leste curriculum is analyzed. The chapter ends with the discussion of curriculum and globalization as a key element in exploring curriculum reform in Timor-Leste and elsewhere.

Chapter II looks at the key issues related to the methodology of the study described in this dissertation. The research questions and goals are identified and the nature of the study is described. The characteristics of the participants in the study are described as well as the methods for data collection and analysis. The limitations of the study and ethical considerations are also presented.

In Chapter III findings are described according to the main themes arising from the analysis of the interviews, namely: views of the participants about the curriculum itself; the process of its construction; its positives and negatives; differences and similarities between the new and the old curriculum and the changes and challenges in its implementation.

This dissertation ends with the conclusions and implications of the findings. Recommendations and suggestions for further research are also identified.

Chapter I

Review of the literature

CHAPTER I

1. Review of the literature

The review of literature included in this chapter focuses on issues related to curriculum reform. First, after discussing the concept and meaning of the word curriculum, the focus and understanding of the national curriculum is dealt with. Then curriculum reform and innovation are discussed and the reform in Timor-Leste curriculum is analyzed. The chapter ends with the discussion of curriculum and globalization as a key element in exploring curriculum reform in Timor-Leste and elsewhere.

1.1. Curriculum: scope and meanings

In order to talk about the curriculum reform first of all it is necessary to define the meaning of curriculum. However, to define the meaning of curriculum is not an easy job, because curriculum itself is complex. It is not simply about the regulations of teaching and learning activities, but it involves many aspects. Taking the etymological stance, curriculum derives from a Latin word 'Currere' which is English meant running (Pinar, 1974). All in all, it may be associated with 'courserace'.

In the field of curriculum studies, there have been many writers and authors giving their points of views about the definitions of curriculum. In the literature, here are several writers defining the meanings of curriculum. For instance, Marsh (1997, p. 3), contends that "curriculum is that which is taught in school; a set of subject and content; a set of materials; a set of performance objectives; which is taught both inside and outside of school that are directed by the school; everything that is planned by the school personnel". Moreover, Pacheco (2008) adds that a curriculum is framed within given curriculum areas, in the context of a structure of disciplines, as well as the workloads assigned to teaching. Besides that Ribeiro (1990, p. 11) defines curriculum as...

sequência de matérias ou disciplinas propostas para todo o sistema escolar, um ciclo de estudos, um nível de escolaridade ou um curso. O currículo confunde-se com plano de estudo, consistindo este num conjunto estruturado de matérias de ensino com peso relativo diverso, o qual se traduz, concretamente, na distribuição variada de tempos lectivos semanais ou de unidades de crédito a cada uma das disciplinas que fazem parte de tal plano de estudo.

Furthermore, Early and Rehage (1999, p. 203) define that “A curriculum is an operational plan detailing what content is to be taught to students and how the students are to acquire and use that content. One’s perspective of curriculum is due in part to one’s distance from the act of learning”. Then, the curriculum is normally defined as the meaning of one’s own experience. From this viewpoint, there is the school curriculum, which concerns us here, and the lived curriculum, which includes all of one’s experiences (Foshay, 2000).

Meanwhile, another author argues differently, stating that curriculum is about language. Carazza (2000, p. 9) gives his view about it in this way: “*Um currículo é uma linguagem. Ao conceber um currículo como uma linguagem, nele identificamos significantes, significados, sons, imagens, conceitos, falas, língua, posições discursivas, representações, fluxos, cortes....assim como o dotamos de um caráter eminentemente construcionista*”. Furthermore, according to Au (2012, p. 92), “The intention of all curricula is to influence students learning and, by extension, shape student consciousness about not only subject matter, but also their worldviews and their view of themselves”.

Then, a curriculum is an organized set of formal educational and/or training intentions and goals. These ideas can be made into explicit meanings. First, a given curriculum is intentions and plans; second, a curriculum is about a program which is used to refer to learner activities and the result of the implementation of the curriculum itself; third, a curriculum makes students admitted to the programs, the materials, the equipment to be used, and the quality required of teachers; fourth, a curriculum includes formal intention which is deliberately used to promote learning; fifth, a curriculum creates relationships among its different elements (objectives, content, evaluation, etc.). In short a curriculum is a system (Pratt, 1980, p.4).

Gaspar and Roldão (2007, p. 23), conclude that curriculum consists of 5 elements: *(i) Experiências pré-selecionadas e guiadas às quais as crianças e os jovens devem ser expostos; (ii) planos para a aprendizagem; (iii) fins e resultados da aprendizagem no educando; (iv) modos de ensinar e aprender; (v) sistemas visando o todo educacional: objetivos, conteúdos, processo e meios*. In this regard, Pacheco (2006, p.13) says, “a curriculum is the center of educational activity”.

1.2. Curriculum development

Curriculum development can be defined as changing or adapting the system of education based on the changing time and conditions of the students, educators and community. However, the curriculum development itself is to change for the betterment of the students, educators and community. In other words, developing the curriculum is to change the community's life and changing the curriculum depends of the needs of students, educators and community. The process of change itself needs time and it is a long process that needs the participation of many parts in the community. Here are views of some authors:

Van de Akker (2003, p.2) defines "curriculum development as: Usually a long and cyclic process with many stakeholders and participants; in which motives and needs for changing the curriculum are formulated; ideas are specified in programs and materials; and efforts are made to realize the intended change in practice". Besides that, Ribeiro (1990, p. 6) expressed that "*O desenvolvimento curricular define-se como um processo dinâmico e contínuo que englobe diferentes fases, desde a justificação do currículo até à sua avaliação e passando necessariamente pelos momentos de concepção-elaboração e de implementação*".

In relation to teaching and learning at schools, the curriculum development is defined by Audrey and Nicholls (1978, p. 14) as

Teachers need to establish very clear what they are trying to achieve with their pupils, then to decide how they hope to do this and finally to consider to what extent they have been successful in their attempt. In other words, the planning or learning opportunities intended to bring about certain changes in pupils and the assessments of the extent to which these change have taken place.

Education has improved, developed and changed in any way from decade to decade, it is because particular people in particular field have had the patience, good fortune, insight and good experience which is necessary to make it credible when they wish to commend something new to other people (Owen, 1973, p.160)

1.3. Curriculum reform and innovation

There are various views of authors in defining the curriculum reform and innovation. According to a book, *Learning to Succeed* 1993, White (1997, p. 84) states that “Innovation involves discovering new ideas, development methods of applying those ideas to particular problems or situation, and bringing them into use on a wide scale”.

As far as reform and innovation are concerned, Pacheco (2001, p. 151) argues that innovation is linked to curricular changes that contribute to the transformation and improvement of processes and practices of teaching - learning and hence to confirm the educational success of students. He also states that (2001, p.165):

A concepção de mudança presente na reforma curricular tanto pode ser de natureza técnica (com decisões, por exemplo, ligadas aos planos curriculares, às áreas disciplinares, à modificação dos tempos letivos, à proposta de novos conteúdos programáticos) como de natureza processual ou cultural (a partir de uma deliberação prática e de uma responsabilização dos atores educativos na construção curricular).

Weng and Tseng (2000, p. 4) confirms, “Curriculum reform always needs the support from the teachers. The infra-structure of our teaching programs and the teacher evaluation system will be other facts to influence the implementation of the new curriculum”. Moreira (2000, p. 139) adds that innovation implies the rupture process of the renewal of follow up action and stabilization of the change, both in terms of theories and practices. Above all, innovation means breaking with established balance create new languages and ultimately challenging the established power when the teacher claims autonomy and self-determination in professional action. Then, Pacheco (1991, p. 70) explains every reform on one hand entails a structural change in the framework of educational policy, with options at political, ideological, social and cultural levels, and, on the other hand, an innovation at a more concrete level of educational practices and contexts related to the immediate action of teachers and various educational actors.

The ideas above can be seen as if every moving to educational change should be looked at every aspects of economic, political, cultural, social, and ideological change in the community. The same ideas are also expressed by Neto (2002, p. 60): *“examinar as relações entre as mudanças sociais e currículo; mais especificamente: passo a examinar algumas mudanças na nossa percepção espacial e temporal-ligadas ao uso disseminado da telemática- suas relações*

com o currículo". Moreover, Early and Rehage (1999, p. 213) add that "a radical curriculum development is concerned with a change in the culture of the school".

In the curriculum reform of higher education, there are two challenges according to Williams and Fry, 1994 (in Furlong & Smith, 1996, p. 57) regarding the tensions between continuity and changes that in higher education are sharper than ever. What must be preserved, what needs to be changed, and what should be reformed are becoming matters of day to day concern. Even amongst people who are well informed there is disagreement and confusion about what higher education is doing and what it should be doing. Another problem identified by Brennan and Shah (2000, p. 30) is expressed in this way:

The educational problems exist and are harshly experienced in higher education institutions in many parts of the world and cannot be denied, but the solutions which are being sought may have more to do with solving the political problems than the educational ones. Environmental factors which are acting directly upon institutions are also responsible for state responses which, in their turn, make further demands on institution. The creation of national quality agencies is one feature of the state responses.

Although there are challenges in reforming national curriculum, the changes of time and condition cannot be neglected by the stakeholders of national education. The curriculum should be reformed based on the development of the community. Early and Rehage (1999, p. 210) state that:

Institutional resistance to innovation can be understood by considering the perspectives held by the people involved. Their perspectives are important because they govern the way innovations are ultimately used. Innovations are introduced into social situations in which people have beliefs, hopes, desires, and interest, and into institutional contexts that structure actions.

Thinking about development change in the conditions of Timor-Leste, there are no other alternatives but to make a change or reform in the national curriculum although there are many difficulties faced by the government. In this case, the basic fundamental thinking is about innovation. Some people might think that when we want to make change, people do not think about the challenge but think about the change itself. Also, Pacheco (2001, p. 151) states that *"A inovação curricular está ligada a mudanças que contribuem para transformação e melhoria do processos e práticas de ensino-aprendizagem e, consequentemente, para a confirmação do sucesso educativo dos alunos"*.

1.4. The National curriculum: focus and understanding

The national curriculum plays an important role in making policies to raise standards. It sets out a clear base of education. It provides the contents of what are in the process of teaching and learning that are to be conducted in order to reach a given target. Therefore, national curriculum gives all parts of the people in the community a clear and shared understanding of the skills and knowledge that people will gain at school. It encourages people to be active in improving the skill related to their needs. The national curriculum, besides providing the opportunity for people of access to knowledge, it also relates to history and culture and fosters creativity. In short, national curriculum is the guidance or a way for the national education to reach its goals as national education is the key to change the life of society.

In relation to the curriculum reform, government is committed to reforming National Curriculum based on the requirements of its pupil attainment which measure up to the highest standards set internationally. Then, the Government is also committed to selecting the proper knowledge for its people to learn (Research Report DFE-RR178 of the Department of Education of England) (Retrieved 8/07/2012:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184064/DFE-RR178.pdf).

The national curriculum is the policy of the government to make the changes for the national education as “*O currículo nacional configura uma política “prática” de governo e autogoverno. Política de governo da subjetividade, que engloba a sociedade e o estado, o público e o privado*” (Corazza, 2001, p. 94).

Moreover, the national curriculum of higher education is responsible for teaching and learning. It deals with the programs of how the knowledge or the subjects meet the standardization that is relevant to the demands of situation of the country and the world by outlining the targets that need to be achieved. Furthermore, the national curriculum and higher educational institutions create manuals related to the requirement of the students. Witte (2006) shows that National governments, higher education institutions and other stakeholders have their own interpretation of the issues at stake. Then he discusses how such interpretations – and stakeholders’ perspectives, their power positions and their interactions – dynamically interact and lead to particular national answers to supranational challenges in particular national contexts.

According to Morgado (2004, p. 42), the curriculum prescribes a given way of looking at content and form until it reaches its true meaning in learning that students undertake, through a series of changes resulting from a series of decisions taken at different levels and by various bodies - central government, publishers, schools, teachers, among others. Meanwhile, McCulloch (1997, pp. 6-7) states that,

National Curriculum needs to take into account of its phase of development no less than of its different subjects and key stages. The nature of its phase introduction itself entails important issues in the way that is intended to reinforce divisions between school subjects and undermine integration. In broad terms, three main phases of development may perhaps be identified in terms of innovation, control and settlement, although there have not been by any means clearly demarcated and distinct, and the nature of the settlement continues to be marked by vigorous contestation of principles and practice.

In terms of the role of teachers for the national curriculum, Ross (2000, p. 156) expresses that perhaps particularly primary schooling thus has an important role in narrating the new nation and in transmitting the invented heritage of the new nation. As it has been suggested, in history can be defined in ways that required teachers to select issues from the past that accentuate moments that can be seen as defining for the modern contemporary definition of the state and nationhood.

1.5. Curriculum reform in Timor-Leste: challenges and possibilities

If we look back to history, Timor-Leste has experienced three different periods of curriculum systems. The first is the Portuguese period. In 1975 backward, in the time of the Portuguese ruled, the school's curriculum was set up by the Portuguese government. Certainly, the Timorese educational system was based on the Portuguese system. However, after 1975, in Timor-Leste under the Indonesian rule, the curriculum was again changed. All the Portuguese educational systems were substituted by the Indonesian curriculum system. In this case, students had to learn the Indonesian history, language and the Indonesian five principals (Pancasila) or constitution. As a result, mostly Timorese learned or understand it well.

After Timor-Leste got its freedom, it is necessarily to think about the national curriculum. The national curriculum is to promote the national identity. Under this condition, the government has to the set its own national curriculum. The real condition is that now from the primary schools to secondary school have used the Timorese national curriculum already more than five

years. However, at higher education level, at the moment only the UNTL implemented the new curriculum in 2011.

Using the new curriculum means all the educators either public or private universities only use Tetun and Portuguese languages as a means of communication. However, Tetun language is still on the process of development so that it is still not sufficient to use as a technical language. Using both Portuguese and Tetun languages are necessary because the students that graduate from secondary schools only understand these two languages. At some universities, the educators are still not able to teach in Portuguese as they only use Indonesian language. This condition makes it even more confusing for the students as they know nothing of the Indonesian language. As Hull (March, 2000) says that:

Language is certain to be a controversial issue in East Timor over the coming years. Because of a turbulent recent history and the general neglect of Timorese studies to date, restoring Portuguese, developing Tetun, providing the people with linguistic and educational resources in all their languages, and controlling the presence of the two ancillary/utilitarian languages (Malay-Indonesian and English) will be among the nation's many challenges of the twenty-first century (Retrieved, 07/05/2013: <http://www.ramelau.com/news/language-issues.html>).

Besides the language problem, there are some concerns about ideological, political and cultural issues that were experienced by the Timorese people during the foreign rules. Although Timor-Leste is known as the rich of their own languages and cultures, however, based on the experience, they are also influenced by the foreign ideologies, cultures and languages. This can be seen in the real conditions and ways of living of the old and the young generations. The old generations is influenced by the Portuguese ways of life and mostly speak Portuguese language, while the young generation is likely influenced by the Indonesian life styles and most of them speak the Indonesian language Bahasa. Along with the Portuguese and the Indonesian influence, in the current situation, people are also turning to learn English because it gives job opportunities, and it is easy for communication among people of the neighboring countries.

As far as the policy of the government to reform the national curriculum, it is important to think of how to promote the national cultural, ideological, social and political identities that are the keys to the process of the development. In this regard, Apple (1979) says that "This is particularly true for reforms of curriculum, which lay at the heart of ideological, political and cultural debates around whose knowledge is worth". Meanwhile, Popkewitz and Brennan (1998) state that "the official curriculum is one that includes or excludes specific histories, influencing how and whether individuals construct and attach their identities to grandnarratives". Then, the

development of national identity through curriculum reform is often the result of a “violent process of destruction and reconstruction of social relations and structures” (Tawil & Harley, 2004, p. 9). Finally, Murray (2008, p. 39) concludes that “what we teach our children is (either the) story of who we are, or (in the case of transformative system) who we want to be”.

1.6. Curriculum reform and globalization

In this modern era there are a lot of changes of countries’ development around the world as a result of education. As far as the curriculum reform is concerned, it must be related to the development of globalization around the world. In reality, the changes can be seen nowadays, many countries are significantly reforming their national education systems, shifting from the traditional pedagogical systems to the modern pedagogical systems. The factor that can encourage the national and international growth is dependent upon higher education. Scott (2000, pp. 95-96) makes the point that:

International growth in demand for higher education will be the principal driver in changes in the nature of universities in the new millennium. There will be other drivers of changes. Although harder to forecast than the growth in demand for university places, there will be in demand for university research. These changes are already under way; they are irreversible. Policy-makers, institutions, corporations and individuals will respond to the growth in demand in various ways.

Based on Bowden and Master (1993); Harvey and Knight (1996) (in Tuhey, 2002, p. 7), higher education has new role as economic savior and directly and indirectly pressures are put into the curriculum reform. A general concern among governments with the quality of higher education and, in particular, the degree courses has concentrated too much on academic knowledge, and less attention on the practical skills and development of personal attributes that would enable graduate to be effective in the workplace.

Moreover, Halsey and Trow (1971, in Salter & Tapper, 1994, pp. 3-4) describe that the state’s interest derives from the reality that the universities play an important role in economic development, which supplies scientific manpower and technological innovation for economic growth and widening opportunities to a rising proportion of the population. They are of crucial political importance as they have the responsibility in responding to the state as manager of economic growth, and the dispenser of individual opportunity for participation. So, within this view of curriculum reform in this globalization era, Pacheco (2009) states that:

Se a globalização funciona, hoje em dia, no seio das práticas escolares e curriculares, pela discussão do conhecimento, nas décadas de 1980 e 1990 integrava abordagens na base da consciencialização crítica dos alunos para temáticas transnacionais, por exemplo, da formação pessoal e social, do paradigma do desenvolvimento, dos estilos de vida.

If we talk about curriculum of teacher education in this modern era, a teacher should improve his or her ability to adjust to continuous changes. Young (1998, pp. 164-165) points out three ways: first, teachers need to learn how their initial training can prepare them for seeing the promotion of lifelong learning as being at the center of their future role as teachers; the second relates to the form and content of learning in teacher education and its location. And the third lesson from the critique of technocratic modernization is that individual teachers and students learn in different ways and learning always a social process. Roldão (2000, p. 125) also argues that:

A par desta revolução mundial da informação, vive-se de facto quer se lhe denunciem as consequências, quer se lhe louvem os supostos méritos-uma globalização económica, cultural e política evidente, assente cada vez mais na extremada oposição entre o mundo dito desenvolvido e o restante, que, se, por um lado, tende a universalizar prodrões da vida, de cultura e de conforto, por outro, acentua as tensões e clivagens sociais que, na aparência paradoxalmente emergem com mais nitidez e gravidade neste contexto, assumindo contornos muito ligados à exclusão cultural, ou seja, à não pretença e ao vazio de identidade social.

It is within this framework that the study described in this dissertation was carried out. In other words, it takes into account the complexity and dynamic nature of curriculum reform as well as its political, economic, social and cultural dimensions from an international perspective with implications for the ways in which the stakeholders look at its aims and ways of putting them into practice.

Chapter II

Methodology of the research

CHAPTER II

2. Methodology of the research

In this chapter, I look at the key issues related to the methodology of the study described in this dissertation. The research questions and goals are identified and the nature of the study is described. The characteristics of the participants in the study are described as well as the methods for data collection and analysis. The limitations of the study and ethical considerations are also presented.

2.1. The nature of the empirical study

The method that applied in this research is an exploratory study which intended to understand phenomena of the curriculum reform in tertiary education in Timor-Leste. According Blumer (1969, p. 40) in Corbin and Strauss (2008, p. 65), “The purpose of an exploratory study is to move toward a clearer understanding of how one’s problem to be posed, to learn what are the appropriate data, to develop ideas of what are significant lines of relation and to evolve one’s conceptual tools in the light of what one is learning area of life”.

This work presents an exploratory study of the ways in which stakeholders look at curriculum reform at the Faculty of Education at the Universidade Nacional de Timor Lorosa’e. In other words, it aims at exploring issues related to curriculum reform during and after the transition throughout the 10 years of independence of Timor-Leste, by analyzing the ways in which education system is adopted and developed by the Minister of Education for the new curriculum and the ways in which it has been implemented. Thus, an exploratory study was seen as an adequate research design to reach these goals. An exploratory research is conducted into an issue or problem where there are few or no earlier studies to refer to. The focus is on gaining insights and familiarity for later investigation. Secondly, descriptive research describes phenomena as they exist. It is used to identify and obtain information on a particular problem or issue (Retrieved on 18/05/2012: <http://wiki.answers.com>).

Then, Sousa (2009, p.32) argues that,

A questão de que as estratégias qualitativas são tão ou mais eficazes que as quantitativas só se manterá se as investigações dependessem das metodologias. Como são as metodologias

que devem depender, adotar-se e servir os propósitos da investigação e nunca o contrário, as estratégias metodológicas passaram a servir as necessidades da investigação e não as dificuldades, gostos ou tendências dos investigadores.

At last, Maxwell (1996, pp. 17-20) explains that there are five strengths of qualitative research: First, understanding the meaning, for participants in the study, of events, situations, and actions they are involved with and of the accounts they give their lives and experiences. Second, understanding the particular context has on their actions. Third, identifying unanticipated phenomena and influence, and generating new grounded theories about the latter. Fourth, understanding the process by which events and actions take place. Fifth, developing causal explanation.

2.2. Research questions and main goals

The present study seeks to respond to the following research questions:

- What are the key dimensions of the curriculum reform of English Department of the Faculty Education, *Universidade Nacional*/Timor-Lorosa 'e?
- How do different stakeholders look at the new curriculum and their implications for the Faculty of Education?

As such, the goals of this study are:

1. To analyze the ways in which the stakeholders look at curriculum reform of English Department of the Faculty of Education;
2. To identify the perceived changes in the transitional and the new curricula from the perspective of the stakeholders;
3. To get to know the ways in which the stakeholders look at the development of the new curriculum in the Faculty of Education.

2.3. The context of the study

Timor-Leste was under the United Nations Transitional Administration (UNTAET) after the end of the Indonesia ruled over Timor-Leste in the year 1999. In the year 2000 the UN administration began to re-establish government and school infrastructures and school activities that were destroyed by the Timorese pro-Jakarta militia. In relation to the school activities and teaching and learning process, the UNTAET government had to do whatever measures to normalize the conditions for them to develop. The best way for UNTAET was using the resources that were available such as using the Timorese Indonesian educated teachers and adopting the Indonesian curriculum as transitional curriculum to fulfill the urgent demands of the context.

The transitional curriculum was changed gradually after the transfer of power from UNTAET to Timor-Leste when it got a full independence on 20 May 2002. The Timorese government, especially the Ministry of Education, was working hard for making the change from the transitional curriculum to the national curriculum. The first effort was happened to the primary schools during 5 years of the first government. Then, second 5 years, the government established the secondary schools curriculum. Finally, the government committed to reform the curriculum for the tertiary schools which is known as *Currículo conteúdo mínimo* (Minimum Curriculum Content).

The purpose of making the Minimum Curriculum Content is to standardize the national, regional and international curriculum systems. The new curriculum was made by the involvement of many parts of the institution in Timor-Leste, namely the representatives of public and private universities, the Catholic Church. The new and old curriculum systems can be seen the tables or documents below.

2.4. The old and the new curriculum systems

The table one and table two are showing the subjects that used in the old and new curriculum. In the table of old curriculum is also indicating the General Basic Subjects; Specific Educational Subjects and Core Subjects. Then, the new curriculum shows the transversal subjects; subject of basic education and main/core subjects.

Table 1. The old curriculum subjects system

No	Code	Subjects	Credit Hour	Credit
Basic General subjects				
1	BGS	Human rights		2
2	BGS	Ethics and Moral		2
3	BGS	Portuguese I		2
4	BGS	Portuguese II		4
5	BGS	Portuguese III		2
6	BGS	Philosophy		2
7	BGS	Cultural Appreciation		2
Specific Educational Subjects				
8	SES	Introduction to Education		2
9	SES	Psychology of Education		2
10	SES	Administration and supervision		2
11	SES	Teaching profession		2
12	SES	Guidance and counseling		2
Core subjects				
13	INGL (English)	SMTA (Secondary school) Text Book		2
14	INGL	Instructional Design		2
15	INGL	Teaching and Learning Strategy		2
16	INGL	Language Testing		2
17	INGL	Classroom management		2
18	INGL	Micro Teaching		4
19	INGL	Field Practice Teaching		4
20	INGL	Listening I		4
21	INGL	Listening II		2
22	INGL	Listening III		2
23	INGL	Listening IV		2
24	INGL	Speaking I		2
25	INGL	Speaking II		2
26	INGL	Speaking III		2
27	INGL	Speaking IV		2
28	INGL	Reading I		2
29	INGL	Reading II		2

30	INGL	Reading III		2
31	INGL	Reading IV		2
32	INGL	Writing I		2
33	INGL	Writing II		2
34	INGL	Writing III		3
35	INGL	Advanced Writing		4
36	INGL	Pronunciation I		2
36	INGL	Pronunciation II		2
37	INGL	Structure I		2
38	INGL	Structure II		2
39	INGL	Structure III		2
40	INGL	Structure IV		2
41	INGL	Vocabulary I		2
42	INGL	Vocabulary II		2
43	INGL	TEFL I		4
44	INGL	TEFL II		4
45	INGL	Computer I		2
46	INGL	Computer II		2
47	INGL	General Linguistics		4
48	INGL	English Phonology		2
49	INGL	English Morphology		2
50	INGL	English Syntax		2
51	INGL	Psycholinguistics		2
52	INGL	Sociolinguistics		2
53	INGL	Language Typology		2
54	INGL	Applied Linguistics		2
55	INGL	English Semantic		2
56	INGL	Descriptive Linguistics		2
57	INGL	Comparative Linguistics		2
58	INGL	English Seminar		2
59	INGL	Literature I		2
60	INGL	Literature II		2
61	INGL	Literature appreciation		2
62	INGL	Translation I		2

63	INGL	Translation II		2
64	INGL	Teaching and Learning Process		2
65	INGL	Speech		2
66	INGL	Cross Cultural Understanding		2
67	INGL	Research Methodology		4
68	INGL	Statistic		2
79	INGL	English for Specific Purpose		2
70	INGL	Field/Community Service		4
71	INGL	Thesis		6
				160

This Indonesian curriculum system has some changes to the basic general subjects. The lists of the subjects in the columns are added by the minister of education except philosophy and cultural appreciation. The further explanation is given after the table of the new curriculum.

Table 2. The new curriculum subjects system

No	Code	Subjects	CH	CR	PR
I. Transversal Subjects					
1	UNTL 01	Portuguese Language	30	2	
2	UNTL 02	Tetun Language	30	2	
3	UNTL 03	Civic Education	30	2	
4	UNTL 07	Philosophy	30	2	8 CR
II. Subjects of Basic Education					
1	FEAH 01	Teaching Pedagogy	30	2	
2	FEAH 02	Psychology of Education	30	2	
3	FEAH 04	Supervision and Counseling	30	2	
4	FEAH 05	Administration and Educational supervision	30	2	
5	FEAH 07	Sociology of Education	30	2	
6	FEAH 08	Curriculum Organization and Planning and Evaluation	30	2	12 CR
III. Main subjects					
1	INGL 01	Anthropology	60	4	
2	INGL 02	Basic Concept of Linguistics	60	4	
3	INGL 03	English I	60	4	
4	INGL 04	Reading and Textual Production	90	6	
5	INGL05	Oriented Reading I	60	4	
6	INGL 06	Linguistic Studies I	60	4	
7	INGL 07	Timorese History of Schooling and Pedagogical Process	60	4	
8	INGL 08	English II	60	4	
9	INGL 09	Oriented Reading II	60	4	
10	INGL 10	Politics of Basic Education	60	4	

11	INGL 11	Critical View on Grammar	60	4	
12	INGL 12	TEFL=Teaching English as a Foreign Language	60	4	
13	INGL 13	Linguistic Studies II	60	4	
14	INGL 14	English III	60	4	
15	INGL 15	Literary Studies	60	4	
16	INGL 16	TEFL=Teaching English as a Foreign Language	60	4	
17	INGL 17	English IV	60	4	
18	INGL 18	Theory of Curriculum	30	2	
19	INGL 19	English Culture	60	4	
20	INGL 20	English V	60	4	
21	INGL 21	International Studies I	60	4	
22	INGL 22	English Didactics	60	4	
23	INGL 23	English VI	60	4	
24	INGL 24	Introduction to Linguistic History	60	4	
25	INGL 25	English Literature I	60	4	
26	INGL 26	International Studies II	60	4	
27	INGL 27	Field Teaching Practice in English I	90	6	
29	INGL 28	English VII	60	4	
30	INGL 29	English Literature II	60	4	
31	INGL 30	Field Teaching Practice in English II	90	6	
32	INGL31	Thesis Writing	60	4	
33	INGL32	English Conversation I	60	4	
34	INGL 33	English Conversation II	60	4	
35	INGL 34	Research Methodology	30	2	
36	INGL 35	Statistics	30	2	130 CR
			Total Credits	160	

CH: Credit Hour/classes

CR: Credit

PR: Pre-requisites

The Explanation of the two tables of the new and old curricula

The General Basic Subjects: The general basic subjects are the compulsory subjects for all students in the Faculty of Education which consists of seven departments: English Department itself, Portuguese, Biology, Chemistry, Physics, Sports and Mathematics, The general subjects in the old curriculum are Human Rights; Ethics and Moral; Portuguese Language; Philosophy of Education and Cultural Appreciation. While the new curriculum, the subjects that still exist are Portuguese Language, Philosophy of Education and Cultural Appreciation. The new subjects that do not exist in the old curriculum are Civic Education and Tetun Language.

Specific Educational Subjects: There are slightly differences between the old and new curricula in Specific Educational Subjects. The old curriculum consists of Introduction to Education; Psychology of Education; Administration and Supervision; Teaching Profession; Guidance and Counseling. In the new curriculum the subjects of Administration and Educational Supervision and Guidance and Counseling are still the same. Then, the new subjects that are being introduced are Teaching Pedagogy; Psychology of Education; Sociology of Education; Curriculum Organization and Evaluation Plan.

Core Subjects: There is a big difference of the core subjects between the old and the new curriculum. The old curriculum system the four skills like speaking, listening, reading and writing in English and grammar, pronunciation and vocabulary are taught separately. For example, as shown in the table of the old curriculum that writing skill is divided into four levels namely Writing I, Writing II, Writing III and Advanced Writing.

In the new curriculum, the core subjects for the English 4 skills such as listening, reading, writing, grammar/structure, vocabulary, and pronunciation are taught as combined skills. The table of the new curriculum shows that the 4 of English skills are changed to from the levels of English I to English VII. This means when a teacher teaches English I, he or she teaches all the four skills and grammar at the same time which is called integrated skills. Only in speaking in this new curriculum is called conversation I and conversation II.

Moreover, the reading is called Reading and Textual Production. Then another reading subject is called Oriented Reading. Furthermore, in regard to grammar, when it is a combined skill in the new curriculum and it focuses more on the students' grammatical skills, so that this curriculum provides a subject which is called Critical View on Grammar. It means for the students to analyze and use grammar correctly.

The core subjects of teaching profession: The core subjects for the prospective teachers in the old curriculum are TEFL (Teaching English as a Foreign Language), Teaching and Learning Strategy, Micro Teaching, Field Teaching, Language Testing, Classroom Management, Cross Cultural Understanding, and Field Practice Teaching. In the new curriculum, the subjects are slightly different. *Política da Educação Básico* (Politics of Basic Education), *Ensino e Aprendizagem de Língua Estrangeira* (Teaching English as a Foreign Language) are still the

same. *Didática da língua inglesa* (English Language Didactic) and *estágio de docente em Língua Inglesa* (Field Teaching Practice) are also the same.

The core subjects of linguistics: Linguistics for the language teachers in the old curriculum is more about the linguistics such as General Linguistics, English Phonology, English Morphology, Sociolinguistics, English Syntax, Language Typology, Etnolinguistics, Psycholinguistics, Applied Linguistic, English Semantic, Descriptive Linguistics, and Comparative Linguistics. However, in the new curriculum only consists of two subjects: *Conceitos Básicos de Linguística* (Basic Concept of Linguistics) and *Estudos Linguísticos* (Linguistic Studies) I and II.

The core subjects of Literature: In the old curriculum there is one year program of learning literature for Literature I and Literature II, while the new curriculum only has different name of the subject which is called English Literature I and English Literature II.

The core subjects of Curriculum: In the old curriculum there was no curriculum subject. However, the new curriculum study includes one of the compulsory subjects for the prospective teachers. The teacher needs to understand the basic theory of curriculum.

Final Course: In the final course, there are also differences. In the old curriculum a student had to write a thesis while in new curriculum there is a *Trabalho de Conclusão de Curso* (the Final course work). The department and the faculty are still thinking whether the students need to write a thesis or only to do a scientific report.

The New Subjects: There are some new subjects introduced with the new curriculum: The History of Timorese Schooling and The Pedagogical Process and the Literature of United States of America and curriculum.

The Important subjects: There are subjects that are considered to be important but do not exist in the new curriculum such as statistics, ethics and moral, Tetun, Portuguese, Civic Education, Administration and Supervision of Education, statistic and Research Methodology. In this case, the teachers in English Department decided to add those subjects to the new curriculum which is made by the Ministry of Education.

2.5. Participants

In this research it was not adequate to apply the method of population and sample system because there were only few numbers of educators at the English Department of UNTL as well as the stakeholders of curriculum reform of the higher education who were taken as the participants of this research. The participants included, then, the Director General of the Ministry of Education and Culture, who is responsible for the reform and implementation of the new curriculum; the Dean of the Faculty of Education and the Head of English Department. Also included are other three permanent English Lecturers and one guest lecturer. Table 1 presents the characteristics of the participants using code number for identifying them. Based on Flores (2003), we used informed consent, confidentiality of data and the rights of the participants as the main ethical issues in developing this study.

Table 3. The participants' characteristics

Code name	Gender	Age	Position	Academic qualifications	Disciplines of Teaching	Years of service
ET1	Male	40+	Assistant lecturer	Master of Adult and Higher Education	Curriculum, History of Education of East-Timor	8
ET2	Male	30+	Assistant lecturer	<i>Licenciatura</i> in teaching English	Teaching English as a Foreign Language (TEFL)	8
ET3	Female	40+	Assistant lecturer	Master in Educational leadership & doctoral student at UNTL	Micro teaching	5
FL	Female	60 +	Guest lecture	Master of Philosophy and Applied linguistics	Writing, reading, and English Grammar	20
HED	Male	40+	Head of English department	Master of Educational leadership & doctoral student at UNTL	Conversation, reading and writing	5
D	Male	40	Dean	Master in Educational leadership management & doctoral student at	Writing	18

				UNTL		
DG	Male	50+	Director General of Minister of Education	Post graduate study in Political science	-	2

ET1: English Teacher 1

English Teacher 1 is a male Timorese lecturer who did his undergraduate studies at UNTL and he holds a Master in Adult and Higher Education Program in the United State of America. He has been teaching at English Department since 2005. He also has been many times involved in research within the university and outside the university such as United Nation Mission in East-Timor.

ET2: English Teacher 2

English Teacher 2 is also a male Timorese English teacher who did his undergraduate studies at the English Department at UNTL and now he is doing his master in Education at the same university. ET2 has been teaching at English Department since 2005. He has participated in some English pedagogical training in New Zealand and Bali, Indonesia.

ET3: English Teacher 3

English Teacher 3 is a female Timorese English teacher at the English Department. She did her undergraduate studies at UNTL and she holds a Masters in Educational Leadership from the Australian Catholic University, Brisbane, Australia. At the moment ET3 is as doctoral student of UNTL.

FL: Foreign Lecturer

The Guest Lecturer is a female English guest lecturer from New Zealand. She has done two different degrees of masters “Master of Philosophy and Master of Arts (Applied Linguistics),

Hons, University of Waikato. She has been teaching for 20 years in New Zealand and one year and four months in East-Timor.

HD: Head of English Department

The Head of English Department is a male Timorese English teacher that has been teaching at English Department since 2007. He became the Head of English Department in 2008. He did his undergraduate studies in English Department of UNTL and he holds a Masters in Educational Leadership from the Australian Catholic University, Brisbane, Australia. At the moment he is doing his doctoral studies at UNTL.

D: Dean

The Dean of the Faculty of Education is one of the Timorese lecturers of the English Department. He did his undergraduate studies at the UNTIM (Universitas Timor-Timur) during the Indonesian period in East-Timor. Then, he did his Masters in Educational Leadership Management in Australia and now he is doing his doctoral study in Education at UNTL. He has been teaching for 18 years and he became the dean of the faculty in 2006.

DG: Director General

The Director General of Higher Education is a Timorese. He did his undergraduate studies during the Indonesian period at the UNTIM and a postgraduate course in Brazil. He is also one of the lecturers at the Faculty of Political Science of UNTL. He was the director of Higher Education between 2007-2011 and he is now the Director General of Minister Education of East-Timor since 2012 up until now.

2.6. Methods for data collection

In this research, there are two main methods for data collection: document analysis and semi-structured interviews. Quivy and Campenhoudt (1995, p. 69) state that

Leituras e entrevistas exploratórias devem ajudar a constituir a problemática de investigação. As leituras ajudam a fazer o balanço dos conhecimentos relativos ao problema de partida; as entrevistas contribuem para descobrir os aspectos a ter em conta e alargam ou rectificam o campo de investigação das leituras. Umas e outras são complementares e enriquecem-se mutuamente”

To apply the semi-structured interview, the interview protocol was prepared by the author before moving into the field (see appendix1).

The objective of implementing semi-structural interviews was to get exploratory detailed information about the curriculum reform and the views and experiences of the stakeholders. It also aimed at looking at how the participants' attitudes towards the curriculum reform were shaped and to see how they compare the old and the new curricula. In this case, according to Blumer (1969, p. 40) in Corbin and Strauss (2008, p.65) argues that

The purpose of an exploratory investigation is to move forward a clearer understanding of how one's problem is to be posed, to learn what are the appropriate data, to develop ideas of what are significant lines of relation and to evolve one's conceptual tools in the light of what one is learning about the area of life.

As such, the semi-structured interview aims at understanding the respondents' points of views rather than make generalizations about behaviors. It included open-ended questions, some suggested by the researcher ("Tell me about...") and some arising naturally during the interview ("You said a moment ago...can you tell me more?"). The researcher tried to build a rapport with the respondent and the interview is like a conversation. Questions are asked when the interviewer feels it is appropriate to ask them. They may be prepared questions or questions that occur to the researcher during the interview. The wording of questions will not necessarily be the same for all respondents (Retrieved, on 8/7/2012: <http://www.sociology.org.uk/methfi.pdf>).

There are several advantages of semi-structured interview are the following: First, the interviews are more flexible than structured interviews. Second, the researchers expect to cover every question in the protocol and they have some room to explore the participants' responses by asking for clarification or additional information. Third, the interviewers also have the freedom to be friendly and sociable, the interview develops as a conversation between two people. Fourth, the style is most useful when one is investigating a topic that is very personal to participants and one can gain the rapport and participants' trust, as well as a deeper understanding of responses. Finally, data sets obtained using this style will larger than those with structured interviews

(Retrieved on, 14/05/2013:<http://www.examiner.com/article/interview-types-structured-semi-structured-and-unstructured>).

The semi-structured interview was applied to the Director General of Minister of Education of Timor-Leste, to the Dean of the Faculty of Education, Arts and Humanities of UNTL and the Head of English Department. Moreover, it was also applied to the 4 lecturers of English Department.

Data retrieved from the documents of the transitional and the new curricula were also gathered. The exploration of documents and its analysis is a part of this qualitative and exploratory in nature study. In particular, the valuable documents that were needed for this research were government policy documents and manuals of the transitional and new curricula.

As for the interview, it seemed the adequate method for this qualitative and exploratory study. It is used to get more the information about the research topic. To get the detailed information in this research, the semi-structured interview was applied. In this regard,

As entrevistas exploratórias têm, portanto, como função principal revelar determinados aspetos do fenómeno estudado em que o investigador não teria espontaneamente pensado por si mesmo e, assim, completar as pistas de trabalho sugeridas pelas suas leituras. Por esta razão, é essencial que a entrevista decorra de uma forma muito e flexível e que o investigador evite fazer perguntas demasiados numerosos e demasiado precisas (Ibidem, p.69).

2.7. Procedures for Data collection

The process of the research development and its outcome were included in the timeline between July 2012 to July 2013. The setting of the research took place in Dili the capital of East-Timor, and particularly at the Ministry of Education of East-Timor and *Universidade Nacional Timor Lorosae*. The interviews were done in August-October 2012.

The interviews were conducted in English and Tetun languages and were audio – recorded by the interviewer with the permission of the participants. It can be said that audio and video - recording is a technique for collecting data that can help the interviewer to be more flexible in speaking and communicating with the interviewees. In conducting the research at English Department, every participant was interviewed in English, while the General Director was interviewed in Tetun language because he is more comfortable with it. The interviews were

conducted separately. Finally, audio data - records were transcribed verbatim and analyzed according to emerging categories that will be described later in this chapter.

2.8. Procedures for data Analysis

As for data analysis, content analysis was used and emerging categories were defined as they emerged from the data. As Esteves states, “A análise de conteúdo incide sobre mensagens tão variadas como obras literárias, artigos de jornais, documentos oficiais, programas audiovisuais, declarações políticas, actas de reuniões ou relatórios de entrevistas (2006, p. 226). Then, Pacheco and Lima (2006, p.107) state that “content analysis is the general term used to denote a set of possible techniques for the treatment of previously collected information”.

According to Powell and Renner (2003), there are several important steps in qualitative data analysis: first step, getting to know your data, it means read and re-read the text and if you have tape recording listening to them several times because sometimes, some information do not have meanings or values or bias. So, before beginning any analysis, consider the quality of the data and proceed accordingly. Second step is focusing on the data analysis which is meant reviewing the purpose of the evaluation and what you want to find out. Identify a few key questions that you want your analysis to answer and write them down. This will help you to decide how to beginning. Third step is bringing the meanings to words before you identify themes or patterns such ideas, concepts, behaviors, interactions, incidents, terminology or phrases used. Then, organize them into coherence categories that summarize and bring the meanings to the text. Fourth step, identify pattern and connection within and between categories. Fifth, interpretation means bringing it all together about your themes and connections to explain you findings.

Data collection was about the new and old curricula at the English Department, so the analysis revolved around the process of curriculum reform and how the educators implement the new curriculum in practice. It also aims at identifying the strengths and weaknesses of the new curriculum from the point of view of the participants. The analysis of the different points of the views of the Dean of the Faculty; the Head of English Department; the English Lecturers and the Director General of Minister of Education was made according to the emerging categories identified in Table below.

Each interview was tape-recorded and transcribed verbatim. Data were analyzed according to an inductive process and substantive themes were identified as they emerged. Data analysis included a vertical analysis and a cross-case analysis (Miles & Huberman, 1994).

Besides that, the document analysis relates to the new and old curricula in order to compare the differences and similarities in general basic disciplines, core subjects of linguistics for language teacher, and core subjects of teaching profession.

The interviews were analyzed according to the categories and sub-categories identified in the following Table:

Table 4. Categories and Sub-categories used for content analysis

Categories	Sub-categories
The curriculum itself	<p>Positive aspects:</p> <ul style="list-style-type: none"> • Having a new curriculum. • Having sufficient time for preparation. • Student-centered perspective. • Team work for educators and learners. • High self-motivation of the staff. <p>Negative aspects:</p> <ul style="list-style-type: none"> • Lack of human resources especially educators. • Fewer teaching facilities. • Fewer facilities to support the student-centered perspective.
The differences and similarities between the old and the new curricula	<p>Differences:</p> <ul style="list-style-type: none"> • Number of subjects. • Nature and focus of the subjects. • Perspective of the curriculum and role of student. • Role of Pedagogy. • Role of Faculty. <p>Similarities:</p> <ul style="list-style-type: none"> • The total hours for the new and old curricula are 2400 or 160 credits. • Existence of same subjects.
The process of curriculum construction	<p>Conditions for developing the new curriculum:</p> <ul style="list-style-type: none"> • Forming a team work in the Ministry of Education. • Lack of support from outsiders. • Insufficient budget to hire specialists. • Poor national security during the formation of the new curriculum.
The changes and the challenges of the new curriculum	<p>Changes:</p> <ul style="list-style-type: none"> • Some subjects are totally new for the educators. • Both educators and learners are more active. • Each educator must have syllabi and lesson plans

	<p>before teaching.</p> <ul style="list-style-type: none"> • Team-teaching. • Students' centeredness. <p>Challenges:</p> <ul style="list-style-type: none"> • Some new subjects are not familiar to the educator. • Poor internet connection. • Lack of materials in the library. • Number of students and less space.
The process of the curriculum implementation	<p>Activities and the material used in the teaching and learning process:</p> <ul style="list-style-type: none"> • Using communicative approach. • Students' group discussions. • Students have to do assignments inside and outside the class. • Materials used in the classroom. <p>Time allocation:</p> <ul style="list-style-type: none"> • More hours/credits for each subject. • 1 credit is consisting of 15 hours. • Maximum 24 credits for each students/semester. <p>Evaluation methods:</p> <ul style="list-style-type: none"> • Percentage of students' class attendance. • Assignments and presentation. • Mid and final tests. <p>Support received:</p> <ul style="list-style-type: none"> • Comparative study. • Workshops and seminars. • Program of continuing study - upgrading the educators skills. • Establishing the cooperation with other institutions. • Cooperation between universities and getting the international educators.

2.9. Ethical procedures

In conducting a research, there are some ethical procedures that need to be taken into account by the researchers. However, before going further about the ethical procedures, it is necessary to define the meaning of ethics. Sieber (1992, p. 3) in Pacheco and Lima (2006, p.130) describes that "O termo ética é originário de "ethos", que designa a palavra grega "character", sendo a ética o estudo sistemático dos conceitos de valor ("bom" / "mau", "certo" / "errado") e dos princípios gerais que justificam a sua aplicação. In relation to this, Flores (2003, p. 401) says,

Conceber e desenvolver um projeto de investigação, para além da clarificação das opções metodológicas (e sua justificação) e da problemática da validade, fiabilidade e relevância, implica, de igual modo, a consideração de um conjunto de aspetos de natureza ética que o(a) investigador (a) não pode deixar de ponderar.

In this case the researchers need to respect the privacy of the human subjects. Then, making sure that the researchers getting complete data in the topics to be covered need informed consent. Moreover, a researcher needs to use systematic process in collecting data. Furthermore, a researcher never misinterprets the data. Finally, the researchers never give their point of views to the research subject.

The researchers have ethical obligations to take into account when conducting interviews (one on one or face to face), case studies (individual, group, or event), focus groups (6-10 people), unobtrusive measures (artifacts, things left behind), historiography (follows a person's life history), or observations (ethnography). Researchers must use a systematic process to collect data without interfering or harming your subjects (Retrieved, on 8/06/2012: <http://en.wikipedia.org>).

To fulfill the ethical procedures, the author arrived in the research location and the meetings were conducted with the Head of English Department, the Dean of the Faculty of Education of UNTL and the Director General of Minister of Education starting with acknowledging the research purpose/topic. In responding to the research, all the participants were kind to fully cooperate to the research.

Based on the ethical procedure of the research, informed consent was obtained and all of the participants 'real names were not revealed. Ethical procedures were also followed in described the findings in order not to reveal the author of a given quote.

2.10. Limitations of the study

The limitations of this dissertation concern mainly the time constraints and the exploratory nature of the study. One year to collect the data in East-Timor and to analyze the data along with the writing up of the dissertation was not an easy task. The second limitation has to do with the exploratory nature of the study and the few numbers of participants. However, the various roles undertaken by the participants have made a good sample of key informants about

the curriculum reform and implementation, and particularly as far as the curriculum reform at the English Department is concerned.

Chapter III

Findings

CHAPTER III

3. Findings

In this chapter findings are described. This is done according to the main emerging themes arising from the data, which were described in the previous chapter. Findings will be presented according to the following themes: views of the participants about the curriculum itself; the process of its construction; its positives and negatives; differences and similarities between the new and the old curriculum and the changes and challenges in its implementation.

3.1. Participants' views of the curriculum itself

The participants presented their points of views about the strengths and weaknesses of the new curriculum and they talked about its main features. By and large, the participants support the move for changes in order to adjust and develop the education system to foster, in turn, the development of East-Timor more generally. Moreover, the new curriculum is seen as a corridor or a pathway for the English Department staff to follow and it is considered to be better than the transitional curriculum.

Reforming a given curriculum system in institutions is necessary for a better change. It is believed that the formers Timorese foreign rulers like Portuguese and Indonesian curriculum systems certainly have been reformed based on the conditions of each country when compared with the curriculum ruled in Timor-Leste. Under this condition, the participants in the study took it seriously about the importance of reforming a curriculum based on the needs.

The national curriculum is very important for English Department because we have a national curriculum we can use it to teach because if without national curriculum maybe the lecturers will use the subject based he wants. (ET2)

The system of the new Minimum Curriculum Content is regarded as well designed to respond to students' and the teachers' needs because it is brief and it includes a clear instruction.

I think the new national curriculum is quite well designed. We prepared it before and then we bring it into discussion among the lecturers of English Department. It was discussed in the

Ministry of Education and finally we revised it at UNTL and agreed with the revision that we have done to the curriculum. (ET1)

Moreover, the views of other participants corroborate this. For instance, the following participant, in comparing the new curriculum and the old curriculum, she expresses:

I think the new national curriculum is a great curriculum if compare with the previous one. It is minimum subjects compare to the other one or previous one which included more subjects and now is 44 subjects and the previous one is 54 or 60 subjects. (ET3)

Then, she adds that “the curriculum is more about the education and if compared to the previous one, even though there is preparing the students to be English teachers, the subjects were more about linguistics” (ET3). Also, another participant states that “it seems to be a well-balanced curriculum” (FL).

Also, the dean of the Faculty of Education presents a positive view too and he spoke of the appropriate and inappropriate the subjects in the new curriculum that has been being implemented as well as the challenges it brings about when it comes to its implementation:

There were some disciplines or subjects which were not appropriate to be implemented in the context of East-Timor especially in the department of English. So, a lot of changes at that time, even though there were some related disciplines or subjects that were still implemented until last two or three years before new minimum requirement curriculum implemented. So, there will be a lot of changes through revisions, through workshop and seminars, through discussion in the department as well as in the level of faculty and university that we need some more changes for the benefit for the students and for the lecturers. (D)

3.2. The positive and negative aspects of the new curriculum

The participants have identified both positive and negative aspects of the new national curriculum according to their own perceptions and on the conditions of UNTL and Timor-Leste.

Table 5. Positive and negative aspects

Positives	Negatives
<p>Having a new curriculum:</p> <ul style="list-style-type: none"> “The positive is developing new thing, because you that the curriculum always change based on the period and based on time. Then the positive is we can learn new things. New curriculum means that in the past we learn this subject but 	<p>No research before:</p> <ul style="list-style-type: none"> “When we implement the new curriculum we did not make a research before” (ET2). The main difficulties based on my observation are that we still poor of

<p>maybe already for example book resources already written in new style or new teaching, we have to follow this one” (ET2).</p>	<p>facilities so we need IT supports like provide projectors for every classroom and relevant books to support the curriculum. (ET3)</p>
<p>Minimum subjects:</p> <ul style="list-style-type: none"> “Okay, the positive aspects of the new curriculum are because the minimum subjects so the lecturers or the teacher will not get overload subjects for teaching. So, we have enough teachers to handle each subject. The negative one is that we still poor of references to support the new curriculum” (ET3). 	<p>The new introduced subjects:</p> <ul style="list-style-type: none"> “The negative aspects of this new curriculum are because some materials in this curriculum the teachers never study (not familiar with) so sometimes when prepare lesson plan is very difficult. For example the history about our education in East Timor, we do not have books and we have to go t\o /search from internet and we have to search for minister of education or we have to find somewhere else in order to the information and then will the students about the history of educational in Timor-Leste. Another one is about curriculum, most of us here we never learnt about the curriculum but now we are struggling with this. Another one is about the history of North America. We never been to America and never study about the history of America. This curriculum forces us to learn. Maybe in the few years coming will be okay but at the moment we still struggle with”, (HED).
<p>Team Teaching:</p> <ul style="list-style-type: none"> “The limitation that we have and the program that we have especially in relation to English Department, we all need to work together because working in a team is very important to develop the department”. (D) “But once we work on this new curriculum, I have to collaborate with my other three or four English teachers that teach English One to decide this student gets this score in listening and this student gets this score in reading and how can we make some adjustment in order to help these students pass the subject. So it is a kind of team work” (ET1) 	<p>Poor resources:</p> <ul style="list-style-type: none"> “The negative one is that we still have poor resources to support the new curriculum.” (ET3) “Sometimes still have some problems in terms of resources, in terms of space and sometimes at disciplines we have a lot of students then we have to divide them into parallel classes but when we distribute them into parallel classes we have problem of spaces of classrooms so, that why sometimes we need to teach them from 7:30 AM and until 8. 00 in the night”, (D).

3.3. Differences and similarities between the new and old curriculum

According to the participants, there are some similarities and differences between the new and the old curricula. The new curriculum includes 36 subjects and the old curriculum has more than 50 subjects. However, both of them still have similarities in credit hours. Some subjects in the old curriculum still remain for the new curriculum but some subjects are not included.

The previous curriculum, especially the four skills such speaking, reading, writing and listening were taught separately. However, the new curriculum all the four skills are taught as the integrated skills. As the one informant says,

Yes, there are some significant differences for instance in old curriculum we call it Speaking One; Reading One; Writing One; Listening One. But now we do not have it, what we have now is only English One which all is accumulated in it. Then, it is taught by a team of lecturers for instance English One consist of three or four lecturers to handle the subject of English One. (ET1)

The same ideas were expressed by another participant:

Because I am a visiting lecturer and because I have only been here for 4 weeks I am able to speak in depth about the curriculum. However I do think it is a positive addition that all of aspects of language learning have been brought into one subject- Ingles. This allows the four skills as well as vocabulary, pragmatics etc to be integrated into one course. As this is the way we use the language, often utilizing more than one skill at a time – e.g. speaking and listening, reading and writing I feel it is a good idea to teach these skills in an integrated manner instead of in separate strands. I do not have any negative comments at this time. (FL)

Moreover, another participant identifies some challenges that the teacher encounter during the implementation of the Minimum Curriculum Content related to English and the four skills:

The current curriculum makes the students study hard but before because we divided the subjects for the all four skill of English such Speaking One, Listening One, Speaking One, Structure One, Writing One, but for the new curriculum no more specific what we call English One, English Two, etc. (ET2)

Also, another participant expresses her positive attitude toward the new curriculum. The new curriculum encourages educators to work in team and it is more focused on the students' and teachers' centers.

The most significant differences here based on my observation is that it demands students to be more students-centered than teacher-centered. Also as English teachers we also can work as team in team teaching. (ET3)

The Head of English Department and the Dean of the Faculty of Education described the differences and similarities between the new and the old curricula. The Head of English Department says:

The most significant differences as I mentioned that the new curriculum provides more chance for the students to their material and after that they have present it in the classroom. If we compare to the transitional curriculum, it did not give chance to the students to give their presentation because in 4 years program. Then every semester a student should programmed 12 subjects. So this does not give opportunity to the students to prepare materials for the presentation. But the new curriculum is yes, only 4 or 5 subjects in a semester; it allows the students to prepare their lessons for the presentation. (HED)

The Dean of the Faculty of Education describes the important subjects of the transitional curriculum that are still relevant to the condition of Timor-Leste and are still used in the new curriculum:

I think the previous curriculum that was the transitional curriculum. That was used because you know that after the independence we did not have any curriculum available. We still the previous curriculum for about 5 or 6 years. But there were some changes that we removed like Indonesian philosophy, Indonesian language or something were not related to the English Department. But the other disciplines that closely or related to English we still use. (D)

Finally, the General Director argues that

You know that this curriculum minimum content is not an isolated curriculum. This curriculum is with the perspective that it can correspond to the demands of national, regional and global. The objective of establishing the curriculum is not only to respond the domestic needs but also for regional and international. We need to respond to the necessity of regional and international markets. We cannot create a curriculum which is isolated. So that in our preparation for the curriculum revision we need a curriculum expert that can make some comparison of the curriculum in Europe and bologna system so our curriculum can meet the needs of our country. (DG)

3.4. The process of curriculum construction

Constructing a new curriculum or reforming a given curriculum is hard job and it implies adequate preparation from the part of the curriculum designers. First of all, the curriculum designers and stakeholders need to do research or observation on the development of students or the community in where they live because the curriculum can only be reformed

based on existing needs. Then, the curriculum designers need to have a sufficient budget and good conditions to make the changes needed.

The government of Timor-Leste and especially the Ministry of Education encountered difficulties for initiating the curriculum reform. The difficulties are about human resources and the national security. Human resources refer to the situation of Timor-Leste as at that moment it lacks Timorese curriculum specialists that can make a reform on the national curriculum based on their area of specialization. However, the demands of the situation made the government had no alternative but to making change for setting up a new national curriculum. Existing conditions make it more difficult and challenging with the limited annual budget for national education to hire experts from other countries to help setting up the national curriculum. On the top of that, the Timorese intellectuals are available but some of their background is not education and specifically curriculum development. They are entitled to do anything for reforming the Timorese national curriculum as an independent country. In this case, the Minister of Education, in 2005, formed a national commission, which consisted of 5 members to form the new national curriculum for higher education, which is called Minimum Curriculum Content. Based on the formal document the new national curriculum states that:

A National Commission for Minimum Curriculum Content for Higher Education was established based on an appointment letter (*Despacho*) of the Minister of Education on 3 January 2005. The objectives of the Commission was to develop Standards of Minimum Curriculum Content for all academic programs currently delivered by institutions of higher education in Timor-Leste and others formal courses as necessary. The members were:

1. Aurélio Guterres, Ph.D
2. João Cândio Freitas, Ph.D
3. Dr. Lucas da Costa
4. Victor da Conceição Soares, M.Eng.

A full-time Secretary was established to assist the work of the Commission under the direct supervision of the Director of Higher Education. The Secretariat provided administrative services to the Commission and liaison between the Commission, the existing institutions of higher education, and other institutions or individuals as required. The Commission worked closely with, and under the direction and supervision of the Director of Higher Education.

In relation to the security condition, during the curriculum was being constructed, Timor-Leste encountered a military crisis that affected the fluency and development of the curriculum designers' team to work on it: "The Curriculum design team may be set up at any stage prior to

the beginning of the design work. The earlier the team is recruited and begins to work to gather, the higher commitment to the project is likely to be”.

Pratt (1980, p. 120). As one of the interviewed stated,

When the establishment of the curriculum, as you know that in 2006 there was big military crisis that happened in our homeland which we faced a lot of difficulties however the team successfully concluded their task. Now we are going to do the revision which all Higher Educational Institutions will be invited to seat with us to review the curriculum. (DG)

After the curriculum design process was concluded, the government decides to implement the first Timorese national curriculum for the higher education. At the department and the faculty levels the English teachers and dean are working together to evaluate which subjects are or are not relevant to meet the students’ needs:

I think we still need to have discussion and workshop, so we can develop things like in the past in this curriculum for example like Literatura Norte Americana. I think this is not really related to the students’ needs. Why don’t we say something about East Timor literature or nations that are very close to East Timor like Australia and Indonesia but we look at the literature of North America. What is the advantage? May be there are advantages but it is better if we look at something that is really close us. (D)

3.5. Changes and challenges of the new curriculum

According to the participants, there is a number of changes and challenges in the implementation of the new curriculum.

3.5.1. Team teaching/collaboration

Team teaching and collaboration among the educators in institutions are necessary to improve the proficiency in teaching and learning activities. They encourage staffs’ awareness of collaboration, interdependence and transforming the curriculum system and professional cultures. Snyder (1994, in Marsh, 1977, p. 99) states that a quality system is developed through 3 stages: first, awareness of collaborative approaches in setting goals for improvement and emphasizing activities. Second, the staff concern about the interdependence of their activities to achieve the objectives. Third, transforming the work system shared by the staff to develop their professionalism related to the needs of the community or common agreement.

If we talk about the cooperation and the team teaching in developing and developed universities there might be some differences. In advanced universities the numbers of educators are probably sufficient so that one discipline can be handled by one or more supervisors. However, it is not easy for the universities that have limited resources. The limited resources that are available like the current situation faced by the National University of Timor-Lorosa make it more difficult and a slow process the transformation of the education system that has been introduced through curriculum reform.

Under this condition, if we compare between the old and new curricula there are some differences in teaching and learning processes. We can imagine that the old curriculum consists of 71 subjects as shown previously, which used to be compulsory for a student to get an undergraduate degree. Then, the time length for finishing the study is minimum four years. During the implementation of transitional curriculum, the stakeholders probably did not even think about the amount of time and subjects for students and teachers involved in teaching and learning. Normally, for an undergraduate degree 4 or 5 subjects are included per semester at the maximum. However, if there are 8 as the minimum subjects per semester, it can affect the effectiveness of the teaching and learning processes.

In the old curriculum, for the teaching system there was no team teaching due to the existence of many subjects for the teachers to deal with. In this case, teachers and students found difficulties to do their tasks because of the number of subjects included in the course. As a consequence, teachers found difficulties in giving the assignments to the students because they did not have time to evaluate the students' works and while the students had not enough time to master the content in each subject. As one of the participants acknowledges,

The lectures in the previous curriculum we follow the specific (English skills) we come the new one for example English One they will teach vocabulary, they will teach speaking, they will teach reading and they teach writing. That is very hard for the lecturers and also the students. It is very hard because we teach them at same time for all the four skills. I think it is the problem for the lecture also because how to manage the time because the time only one hour forty minutes. That is why we cannot cover it all. (ET2)

While the new curriculum consists of 36 subjects, certainly it is less than the old one. It can give more chance for the teachers and learners to actively be involved in the teaching and learning activities.

I have already mentioned, this is the minimum subjects and the teachers are enough to handle the subjects with marks like the students have to do more work than the teachers. Then the teachers prepare the subjects and the students need to access to the references that provided by the teachers. (ET3)

Moreover, the teachers have more time to mark the students' works and they also can develop teamwork in teaching. By working in teams the educators can resolve the difficult jobs or subjects that they face in the new curriculum. In relation to this, the same participant expresses that,

Based on what I have read the curriculum is in Portuguese language, individually it is not easy but if we work in team, we can work it out. We work in team because we all have the same background of education so it is good for us to share ideas and to try to understand what are in the curriculum. So we say two heads is better than one. (ET3)

Moreover, to the end of the semester of the new curriculum implementation, each of the teachers collected the scores of the students for the final evaluation. This allows for a more shared work and exchange of ideas as far as assessment is concerned. Another participant informs that

In the old curriculum each lecturer they take their own responsibility on their own subject for instance my responsibility in teaching listening once I send all the grades let us say that student A or student B passed with A score and student C pass with score D or E that will be a final grade for the students. But once we work on this new curriculum that means I have to collaborate with my other three or four English teachers that teach English I to decide if this student gets this score in listening and this student gets this score in reading and how can we make some adjustments in order to help these students pass the subject. So it is a king team work. (ET1)

Normally, working in an institution in a collaborative and cooperative way is necessary for the success of the work to be developed and to achieve the intended objectives. Without collaboration and cooperation, it may be hard to resolve any obstacle that teachers might encounter in the institution. So, in the English Department, in the implementation of the new curriculum and in the condition where there are limitations in terms of the resources available, staff need to cooperate more in order to overcome the obstacles that they face.

The real conditions that staff encounters relate more to the existing teaching facilities. As they mentioned earlier, they struggle with the lack of facilities and resources to implement the new curriculum. Besides that, it is also about the new subjects that are introduced by the new curriculum. Staffs find it difficult to search for books and making syllabi. The references are usually depending on teachers to find it on their own. At the moment, the university is still not able to provide the teachers with the references related to the new curriculum requirements. The government and the university are planning to list all the necessary references that are needed by the Department.

The only way to resolve their difficulties is by doing regular meetings in the department or in the Faculty. In the regular meetings in the department, each of the teachers offers what difficulties he or she encounters in the teaching process. In this case, for example, if a teacher does not have books related to his or her teaching, it can be solved through borrowing few books that available at the department or from other colleagues if the department cannot sort it out. Then, if in the meeting any problem cannot be solved within the department, it will be proceed to the Faculty. At the Faculty, the dean will find the way out or make a consultation with the rector.

Another way for the staff to resolve the problem of the new curriculum, in the light of the current situation, has to do with the role of the dean, who encourages the development of workshops for the department to explain or clarify the new subjects that are being introduced or to evaluate those new subjects that are relevant or irrelevant taking into account the condition of Timor-Leste, If the subjects are not relevant to the needs of the specific students and of the community of Timor-Leste in general can be deleted or substituted by other subjects. The other subjects mean the subjects that are provided or arranged by the faculty that are relevant to the situation of the country and of particular students. To quote one of the participants:

We already used it but there are some revisions that we are looking. We have done workshops as I mentioned early but I think we still need to have discussion and workshops so we can develop things like in the past. In this curriculum, for example like Literatura Norte Americana, I think this is not really related to the students' needs. Why don't we say something about East Timor literature or nations that are very close to East Timor like Australia and Indonesia but we look at the literature of North America. What is the advantage? May be there are advantages but it is better if we look at something that really close us. (D)

3.5.2. Students-centered teaching

As mentioned earlier, in the old curriculum system, there were too many subjects loaded to the students in a semester, and teachers had to handle many subjects causing difficulties for the students-centered program. Lacking of the student centeredness is also caused by poor existing facilities. Under this situation, students 'learning mostly depends on the teachers. Normally, university students should be doing their independent study about 75% and 25% for the class meetings.

However, the new curriculum adjusts with the modern teaching systems. It encourages the creative and independent study of the students because the new curriculum system is more student's centered. The students are given more chance to study independently such as doing

more assignments for both inside and outside the class. As the director of English Department states,

The new curriculum is good because we have three hours per meeting and because every subject in this curriculum has 4 credits points. This means 2 hours for face to face meeting and 1 hour maybe we provide for the students to do their homework, at reading room, at somewhere else. Then they come for the presentation. If we compare to the old curriculum was not really good because if the student program like 12 subjects, they just coming like passing by because busy with the materials so sometime they do not prepare themselves. (HED)

In the process of teaching and learning, the educators need to teach based on lesson plan. In the lesson plans a teacher should use the methods, which are called Teacher Talking Time (TTT) and Student Talking Time (STT) systems. In the system TTT a teacher should use certain time or minutes to explain the topic and the rest of the time is given to the student to discuss the topic given.

The lesson plan should be creative, so the teachers do not talk too much. They call it Teacher Talking Time. It should be less and it means that they should only explain the guidance or the material, and the rest the lesson plan should be based on the students speaking - Students Talking Time. So, in one class, in the lesson the teacher may talk 20 minutes only or 20% only. The 80% should be given to the students to talk. (HED)

Meanwhile, the assignments which are given to the students within the student-centered program, besides the class meeting, the students spend their time for doing their group work and finally presenting it in the class.

3.5.3. The challenges in the curriculum implementation

There are several important aspects to look at the implementation of the new national curriculum: the challenges that staff encountered during the implementation of the curriculum reform; the activities and materials used in the teaching and learning process, time allocation and evaluation methods and the support received from the UNTL 's partnerships.

The challenges are always encountered by every organization in particular when it is about implementing a new program or a new curriculum. However, if there are too many challenges they can represent an obstacle for the organization to move forward. Normally, people in any organization are working hard not to resolve the challenges and difficulties but to minimize them. The challenge itself is not only caused by the lack of resources but also to the

implementation of the new curriculum. However, it is also caused by the changes themselves and the ways in which the changes are perceived and managed. In this case, the change of the curriculum system can affect the delivery of teaching. As Early and Rehage (1999, p. 209) state, curriculum changes are radical to the extent that they change the knowledge distributed by school or the way in which that knowledge is distributed. Curriculum change (if radical) may change the teachers to allocate their efforts (that is, the way teachers work) and they may also undermine conventional notion of what it means to be educated.

Related to above condition, especially at the English Department, the difficulties are not only about the lack of adequate facilities and resources but also about the system. In the implementation of the new curriculum, some new subjects are fine for the teachers but some subjects are not. Issues of relevance and adequacy are identified as well as issues of adequate training of the staff to teach them. This is expressed by the Head of English Department:

Some yes but some are not really. The one yes, for example like English. English I to English VII, we may work out easily but the one not easy for example that I have mentioned is the history of educational in East Timor, we have no knowledge and the history of North America, and we have no knowledge about this. This is the problem. (HED)

Since of the limitations in terms of resources and the changing system of UNTL have been dealt with, although the process is bit slow. Generally, UNTL has one library, which consists of small number of references that cannot fulfill the needs of the students. Besides that, there is poor internet connection for all the Faculties. It is poor because the only telecommunication company in the country is *Timor-Telecom* which has a limited capacity that causes very slow speed of internet access. For example students and teachers often find it difficult to access or download the references that related to their areas of studies. Moreover, it is lacking of photocopy machine. As one of the guest lecturers expresses:

One small area of difficulty I have experienced as a visiting lecturer is that there is no provision for photocopying worksheets or Readings for the students. I am making good use of the white board but I would like to leave material for the students to read during the week. (FL)

Another challenge is about the language proficiency of the new students that enroll in English Department. Based on the government regulation, for those students that get good ranks/scores in the graduation of secondary schools can enroll straight to this only public university without doing any entrance test. Some students choose English only because they are

interested in it but not because of their English language competence. The Head of English Department informed that

I compare the new students that use new curriculum, they have more problem if we compare to the old curriculum. More problem because the students are selected or appointed by the minister of education even they are not good in English when they were at high schools but once they to here no more for other departments for example biology, chemistry and geology and they are just sent here English Department. They mostly want English but they have not knowledge in English. The number of the students the sent by the government depends on the requirement, if I ask 100 they will send 100. If I only see their ability of understanding English is lower the one that seats for the test. This also affects the new curriculum. The new curriculum is good but this situation can affect its implementation. (HED)

Another problem is that the teachers find it difficult in adjusting themselves to the new curriculum system. Even so, there is a hope that the teachers can gradually adjust themselves with this new curriculum. Another participant recognizes,

We are in the process of adjustment. During our adjustment process I think we find some difficulties but it will be gradually reduced when we get into the second and the third year and I think it will be gradually reduced because all the lectures will get more adapted to the curriculum. (ET1)

3.5.4. Activities and materials used

There are various activities done by both educators and the learners in the teaching and learning processes for this new curriculum system. Even the teachers use various methods in teaching. However, the challenge is the limitation of teaching facilities such as the lack of PowerPoint's making the teaching more difficult. As a result, in the classroom interaction, the teachers only use reduced ways of communication between the teachers and the students.

The communication between teachers and students is as follows: a teacher gives the students the explanation or instruction of the prepared topics and finally students ask questions and do group discussion. Sometimes the teacher provides the students the copies of the summary of the topic, then, give it to the students to copy before class. Due to the poor facilities and resources in the classroom, the teacher and the students mostly use white board. In this regard, one of the English teachers explains that

Before I handle listening class but now for the new curriculum I change to TEFL (Teaching English and a Foreign Language). Because we do not have power point, so only use white board. When I teach them, I give them copy or handout about the subjects. (ET2)

In relation to the teaching and learning activities in the classroom, the students are also given assignments of both individual and group work. As for the individual assignment, a student should do it at home and give to the teacher to correct. As for the group assignment, the students do it outside the class. After that the students bring to the class for presentation or giving to the teacher to evaluate their work.

In the class I do some course work. At the beginning of the class I use half of lecturing for instance I give 30 % attention to lecturing and then I give some activities to students to do for instance if I came to the class I put up some interesting topics and divided them into groups to do the work during the semester. This is a kind of course work for them and another thing I will do is after the course work the students will come up with their ideas and presenting it with their group members in front of the class. This is what I did in class. (ET1)

In the group discussion, if the students find difficulties in doing the work, a teacher who acts as a mentor and a consultant is ready to help them for example giving feedback to the students 'works.

In the group presentation, normally, they are not using PowerPoint. However all the members of the group go to the front of the class and take turns to present their work orally. Then, the rest of class or the audience give their evaluation or ask questions and the presenters respond to the questions or evaluation. After the presentation, the teacher gives general evaluation of the presentation.

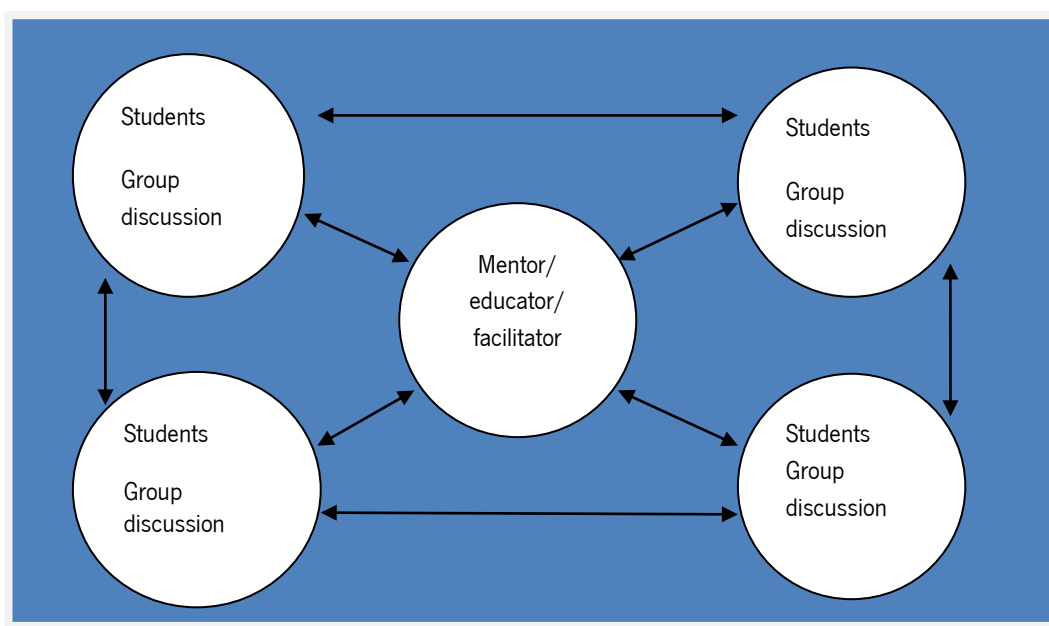
Moreover, in regard to the approaches of teaching for example, reading, writing and grammar, the teachers use some important approaches in their teaching. One of the participants states that

I teach writing and reading. So, in reading, the activities that I develop are skimming, scanning, and reading for summarize, reading for report what they have understood and reading for answer 5 WH questions. Then writing I have to ask the students to write like: free writing, write opinion, for and against writing, academic writing. Normally, I just come up with the title and explain the procedures in face to face meeting and ask the students to do it at home and to submit it and I correct at home and once I have the meeting I will explain what mistakes they have made. (HED)

Another participant says:

I prepare most of my own activities but as well I am happy to use a textbook. I usually use some but not all of the textbook ideas and adapt them to the students' needs. I use materials from the ETC room and also PowerPoint and Youtube clips which can be used in the ETC Training Room. For vocabulary extension I make my own materials for students to do matching activities so that they become more familiar with new vocabulary. (FL)

Figure 2. Type of class communication between the teacher and students and the students and students



In the Curriculum Minimum Content (*Curriculo Conteúdo Mínimo*) for the undergraduate degree in English Language, the time allocation is still the same as the old curriculum. The change is in the subjects' credit hours. The old curriculum has more subjects however it has less credits hours per subject, while the new curriculum has less subjects but more credit hours. The total hours that is allocated for the undergraduate degree is 2.400 hours in total or 160 credits. This means 1 credit consists of 15 hours.

The amount of the subjects for an undergraduate student of the new curriculum is 36 subjects. Each subject has average 4 credits. This signifies that each subject has 60 credit hours learning per semester. These 60 hours divided by 2 equal 30. It means 30 hours for class meetings and 30 hours for the students to learn outside of the class, for example, students are given assignments to do it independent study beyond the classroom.

The duration time of the study is 4 years or 8 semesters. The 36 subjects divided by 8 equals 4.5. It indicates that each semester a student can have average 4 or 5 subjects per semester during this period of time. The head of the English Department explains that

In the old curriculum last semester, we did not have enough time because 4 credit points we only used 2 hours or 1 and half hours but now yes we have 3 hours for the face to face meeting and another one hour to ask the students to do paper or presentations. (HED)

At the moment, even the curriculum regulation for the students to finish their study is four years; however, there is a flexibilization from the university to see the conditions of the students. In this regard, the dean explains that

According to the academic year they need to finalize in four years but there are some students that are very slow so they may finish their study in 5 or 6 years. It is the reality. (D)

There are students who are still not able to finish their studies on time because they have some individual problems. Even so, the government and the university have not decided yet about the drop out system. Probably because of the new country, the government still needs to encourage people to study, at least for those who already enter the university, they can get their degrees.

Based on the document of the Minimum Curriculum Content of the Ministry of Education of Timor-Leste the workload for the under graduate/bachelor degree program is described in Table 6.

Bachelor Degree: The curriculum for bachelor degree consists of 2400 hours with 160 credits-points. Table below shows the details of the requirements for a bachelor degree.

Table 6. Curriculum Load, Credits and Total Hours for Bachelor Degree

Curriculum Components	Percentage	Total Hours	Total Credits for each Component
Foundation Courses	15 % (20% for Engineering Courses)	15% x 2400h = 360 h 20% x 2400 = 480 h	24 32
Professional Courses	30%	30% x 2400h = 720 h	48
Specialization Courses	30% (25% for Engineering Courses)	30% x 2400h = 720 h 25% x 2400 = 600 h	48 40
University/Local Content	25%	25% x 2400h = 600 h	40

- Total curriculum load = 2400 h =160 credits
- Minimum Curriculum Content =1800 h = 120 credits

- Foundation Courses + professional Courses + Specialization Courses

Local (Institutional) Content: As mentioned above, the Minimum Curriculum Content comprises 70% of the total course curriculum. The other 25% is left to universities or institution of Higher Education to decide: subject-matters related to the enhancement of social capital formation e.g. moral and character development, issues of equity and justice as follows: Ethics and Citizenship; Anthropology; Cultural Studies; Epistemology; Sociology; Globalization; Introduction to Politics/Constitution; Gender Studies; Human Rights; Environmental Studies; Logic; Portuguese; English; Tetun; Moral and Religion; Civility(Good Manners).

3.5.5. Evaluation methods

There are several approaches to evaluate teaching and learning activities. The evaluation methods are participatory ones – formative dimension - and mid and final exam evaluations - summative dimension. The participatory evaluation is about the students 'class participation. The guest lecture states that

I use formative and summative evaluation. I evaluate each lesson after I have taught it and question whether something could have been done differently. I give the students small evaluations at the end of the lesson to make sure they have understood the content. I ask them to do homework which I mark and enter into the register. This becomes part of their final mark. I will also give a midterm and an end of term examination (summative) at the end of the teaching period. (FL)

Based on the UNTL academic regulation, a student should attend the class up to 75% minimum. If a student has less than 75% of the class attendance, he or she has failed or has no right to sit for exam. Under this condition, most of the teachers have attendance list of the students. Then, another participant adds that,

Normally, like students' participation, this is one criteria must be 75%. Then the students do the task and the tests. There are two tests; mid-term and final term tests. So, both curricula are still doing the same mid-term and final tests. (ET3)

Every semester each subject has minimum 16 meetings. After the first eight meetings, the mid test is conducted and followed by the second eight meetings and having the final exam. The result of the exams are announced on boards or checked at the department. The scored systems are coding with A, B, C, D and E.

First, attend the class regularly if he or she does not attend the class 3 times will fail. The students should follow the middle and final tests. For in the middle test he or she gets 60 up to 100. 60 to 74 is a C score. 75-84 is a B score, and 85 to 100 he or she get an A score. These are the evaluation that we use to measure the student or marking the students. (ET2)

Table 7. Scores classification

Score in alphabet	Score in number	Score word
A	85-100	High distinction
B	75-84	Distinction
C	60-74	Pass
D	45-59	Fail
E	0 – 43	No score

The method of giving the exam or evaluation is given through analytical question, multiple choices, true and false options. The Head of English Department reveals that

The evaluation methods that I use normally a type of test such multiple choices, true false or sometimes we ask the students to papers. After that they submit and make the presentation. Normally if the students do not come for 4 times according to the academic regulation they fail. The copies that I already prepare or sometimes I prepare the questions and just ask the paper from the administration office and ask the students to write the answer to the questions. Sometimes I prepare the materials and get copy maybe one or two pages and ask the students their money and copy it, and I distribute to the in the class to do the test. (HED)

The evaluation is not only from the teacher to the students but also from the students in relation to the teachers. Normally, after the several meetings of the teaching, a teacher should ask the students for giving him/her evaluation about his or her teaching approaches. As one of the participants describes: “Normally, we do it by using the evaluation tools but by asking the students to give us the feedback” (ET3).

3.5.6. Support received

In reforming the curriculum, there were no other specialists from other countries to support the changes voluntarily; however, a consultant from Indonesia was hired to support the teamwork. Based on the information of the Director General,

I don't know about this, but according to my observations during this time that in 2005/2006, I am not sure but like UNTL that you questioned about Professor Willy who gave some help is correct. At that time UNTL really invited him to elaborate the Curriculum Minimum Contents and to do some training but the other institution I am not sure.

Regarding the annual budget, in the Universidade Nacional Timor Lorosae since it was established mostly depends on the support from its partnerships such as the government of East-Timor. The budget is used for the university's clerical works, constructing buildings and sending its educators to study inside and outside the country. It is also to finance the guest lecturers for the master and doctoral programs. As the Director General says:

The government provides to UNTL during the implementation of the new curriculum that, this university itself as a public university. The budget of UNTL is 100% from the government. Then the private universities until today the government provides fund through institutional subsidy for the finalists students who accredited based on the criteria that determined by Minister of Education. (DG)

The same ideas were also expressed by the one of the participants related to the facilities and training that provided by the Ministry of Education to UNTL:

If we talk about the Minister of Education, I think probably they will assist the university with some equipment such as tables, chairs, and other equipment boards and some training that they will give to the lecturers to go overseas for doing some training on pedagogy, but in reality to English Department we did not get any support in terms of resources such as books or specific library. Actually we have some books here, we have ELC (Language Training Centre) that provided by AusAid and it is for almost two years. (ET1)

The following participant also supported this idea:

Of course because this is a public university we are under the ministry of education, all the developments building construction for example now we have a new building, that is supported by the Ministry of education and another thing Ministry of Education has a program to send some lecturers study in overseas like Portugal and Australia. Another thing is establishing a library. (ET2)

Besides that, UNTL also gets support from its international partnerships, for example, USAid, Canada Aid, Australian Aid and the universities from Australia, New Zealand, Portugal, Brazil, Philippines, Malaysia, and Indonesia. As a result, there are many guest lecturers who are currently active teaching at UNTL, especially English Department mostly from USA and New Zealand. Beside the teaching staff, there are also supports from the partnerships as far as materials and internet connection is concerned. In this case, English Department has a mini library that was supported by the AusAid and USAid. The Dean of the Faculty of Education informs that,

This is a state university financially. Then, AusAid is currently working with English Department and we have established English Language Centre. We have volunteer teacher from USA, Australia and New Zealand and from other countries. Not only English department but also for the other departments. (D)

Meanwhile, the other two informants gave their comments related to the aids that UNTL has got during this time,

At the moment because one NGO from Australia AusAid has cooperation with UNTL and Minister of Education for English Department to establish one resource center completed with the new published books and with some modern technology. This is very helpful and all the students are asked to go there to book when they have time they can listen, they can read and they can do whatever related to the English. That is about the materials. For intellectually, at the moment 5 lecturers from English Department including 2 assistants have been sent to Bali to prepare how to teach the integrated skills that delivered by ILS Bali for TESOL. (HED)

I think the Ministry of Education that provides the curriculum work with the university to establish this curriculum. This university has a lot of cooperation with other universities abroad to support books, like Melbourne University and Victoria University are still processing to provide the books to support the library. They had been here to observe. One cooperation has been done between Ministry of Education and AusAid to support the university for English Language Centre and now there a lot of English books and one lab for audio visual for listening and also students can practice their pronunciation or speaking through listening. (ET3)

Moreover, in the cooperation there is also a program about the comparative study and exchange of staff. The exchange program makes the staff of English Department to travel to some overseas universities.

Moreover, yah so far a lot of methodology training of teaching. Specific training like method of teaching writing, reading listening and speaking in some institution. In Dili, I personally went to New Zealand to have some language training about the flash of how the student learn writing, speaking, grammar and learn independently by him or her selves. Another program is all the lecturers follow the TESOL (Teaching English to Speakers of other Language) training in Bali. (ET2)

Finally, the guest lecturer supported the stabilization of the cooperative program:

I think that it is wonderful that Aus Aid is providing up to date and the quality training in TESOL. I hope that this will improve the teaching of English throughout the department. However, I also think that in general the teachers know their subjects and the context well and provide well for their students. (FL)

CONCLUSIONS AND IMPLICATIONS

Curriculum reform is a complex and multifaceted process. It implies a wide array of factors and dimensions starting with the process of elaboration and design until its implementation and evaluation. In order to capture its complex variables and dimensions, it is important to take a multi-perspective and multi-dimension stance.

This dissertation focused upon the following research questions and goals:

1. What are the key dimensions of the curriculum reform of English Department of the Faculty Education, *Universidade Nacional* Timor-Lorosa 'e?
2. How do different stakeholders look at the new curriculum and their implications for the Faculty of Education?

The goals of this dissertation were to analyze the ways in which the stakeholders look at curriculum reform of English Department of the Faculty of Education; to identify the perceived changes in the transitional and the new curricula from the perspective of the stakeholders; and to get to know the ways in which the stakeholders look at the development of the new curriculum in the Faculty of Education.

Thus, it is now time to summarize the main findings and to look at their implications and also to identify avenues for further research.

In general, the participants held a positive view of the new curriculum. The main positive aspects identified by the participants were having a new curriculum; the encouragement of team teaching; the focus on students; fewer subjects per semester so that the teachers can have enough time to prepare themselves before teaching which leads to high motivation. In turn, the students have enough time to master the theory given. However, the participants also identified some negative aspects and difficulties, namely the lack of relevance of some subjects and lack of facilities to support the teaching and learning process and lack of human resources especially educators.

In regard to the main differences and similarities between the new and the old curriculum, the participants gave their views in terms of its organization and content. The main differences related to the number of subjects included; the nature and focus of the subjects; Perspective of the curriculum and role of student; the role of pedagogy and the role of faculty. The main differences were also associated with the four English skills such speaking, reading, listening and writing which were taught separately in the old curriculum and with the new

curriculum the four skills are taught as an integrated skill. As for the similarities, they related to the total hours for the new and old curricula are 2400 or 160 credits and the existence of same subjects.

As far as the process of construction of the new curriculum is concerned, findings of the study point to a number of conditions for developing it. The participants spoke of issues such as insufficient budget, human resources and national security. Issues such as forming a team work in the Ministry of Education to develop the new curriculum and the support from outsiders were also considered as key conditions for developing the new curriculum.

In regard the changes associated of the new curriculum, the participants identified issues such as team teaching and collaboration, students' centered teaching, lesson planning, newness of some subjects as the key issues that Faculty had to deal with. Other challenges related to the poor internet connection, lack of materials and equipment and space.

The process of the implementation of the new curriculum, the participants spoke of the activities and materials used in the teaching and learning process, such as using a communicative approach; students' group discussions; and assignments. They also referred to issues of time allocation and the evaluation methods as some of the challenge in implementing the new curriculum. Support was another issue. The participants spoke of the need for professional development activities for staff and the cooperation with other institutions and international aid as key issues in developing the new curriculum in the Faculty of Education.

The transitional curriculum is seen as more complex to the students to reach a good qualified standard. It also challenged the students to finish their study because there were too many subjects. Meanwhile, the new national curriculum is more organized. It encourages the students to be more active in classroom engagement and it fosters independent study. It also helps students to finish their study on time. Thus, the teachers are more cooperative in their teachings and handling fewer subjects, so that they have time for teaching preparation.

At the English Department in the Faculty of Education is important to meet the national, regional, and international standards. As an independent country, East-Timor needs to have its own national curriculum to promote the national identity. Promoting the national identity for a new country like Timor-Leste can be done through many aspects such as social, cultural, ideological initiatives, and so on. Using other countries 'curriculum means learning and promoting their own cultures, and their ideologies and this can affect the development and growth of the local social, cultural dimensions of the new country.

The curriculum change encourages teachers to develop their knowledge and skills in teaching the students. For these reasons, the teaching staff of UNTL are participating in training and professional development opportunities and doing their study in and outside the country. It helps them to know how to implement the new programs.

Reforming the transitional curriculum and developing the national curriculum can improve the quality of education especially at the English Department and generally in Timor-Leste. When the quality is improved, the graduate students can more easily get a job or creating a job for the community. As a result, the number of unemployment of the country in the future can be reduced.

Finally, the curriculum reform can be said that it has been adjusting to the changing time of Timor-Leste. Although there are still some obstacles encountered by the English Department due to human and economic resources to implement the new programs, the adjustment for both resources are ongoing. So, it is expected that by working hard in the department and in the university, in the future, every obstacle can be resolved step by step.

Findings from this exploratory study indicate that the resources that are available at the English Department are limited. In this case, it is necessary to resolve the basic facilities and needs, such as books, laboratories, internet access, and power points, photocopy machines which are important for both learners and educators. Then, giving more training for the educators especially in the area of curriculum development, so that, they can understand the process of change and of implementing a new curriculum. Moreover, it is important to do the curriculum evaluation every year to see the relevance and effectiveness of the new curriculum during the implementation phase. Furthermore, it is also important to upgrade the quality of the educators in their areas of studies. All of the educators need to involve their teaching and research skills every year.

Also, it is important to establish clear criteria for the selection of the new enrolment students and to test them in order to identify their ability in English language skills rather than being selected by the Ministry of Education based on the best ranks that they got in high schools. Other the other hand, it is important to increase the number of guest lecturers at English Department to share their experiences with the local English lecturers. Finally, it is necessary for recruit more educators for the subjects for which the department does not have qualified staff. Taking into account the findings of this study, it is possible to identify avenues for further research. First, it would be important to develop a longitudinal study in order to analyze both the

process of training of undergraduates at the English department and the implementation of the new curriculum over a given period. Also, it would be important to know if the positive perspectives about the new curriculum in regard to team teaching and student-centeredness are met in practice and which are their constraints and potential for developing the skills and competencies of the students. Importantly, it would also be crucial to undertake a study group within the faculty to foster the professional development of the staff in collaboration and to evaluate its effects on teaching and learning in higher education. These are key conditions to put into practice in an effective way the curriculum reform which is of paramount importance in a new country as it is the case of East-Timor.

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APPENDIXES

Appendixes 1. Interview protocol

Appendixes 2. Transcription of the interview

Appendix 1. Interview protocol

I. Interview guidelines for the English lecturers of English Department of the Faculty of Education at UNTL.

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview
- Request for permission to record the interview

The characterization of the informant:

- **Name:**
- Age:
- Sex:
- Academic qualification:
- Number of years of service:
- Positions presently held in the university:
- Years of teaching the subject:

Questions:

The views of the lecturers on the curriculum reform:

1. What is your opinion/view on the new national curriculum for English Department?
2. In your opinion, what are the positive and negative aspects of the new curriculum?
3. Are the new syllabi tailored to the student's abilities? Why? Why not?
4. What are the most significant differences between the current and the previous curriculum of English Department?

The process of implementation of the curriculum reform in the English Department

5. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?
6. Have you noticed any changes during the implementation of the new curriculum? Please give examples!
7. Do you think the new subjects in English Department are easy to work out? Why? Why not?
8. In classes, what kinds of activities are usually developed with the students?
9. What materials do you normally use in class to work with students?

10. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?
11. What kinds of evaluation methods do you use in your teaching? Why?
12. What are the evaluation tools that most frequently used throughout the year?
13. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?
14. What are the main difficulties that you face in implementing the new programs/syllabi?
15. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated?
16. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?
17. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?
18. Do you think the training provided is relevant? Why? Why not?
19. Do you have something else to add about curriculum reform?

II. Interview Guidelines for the Head of English Department and the Dean of the Faculty of Education at UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- **Name:**
- Age:
- Sex:
- Academic qualification:
- Number of years of service:
- Positions presently held in the university:
- Years of teaching the subject:

Questions:

The views of the Head of English Department/the Dean on the curriculum form.

1. What is your opinion/view on the new national curriculum for English Department?
2. What have been the strategies to implement the curriculum reform?

3. In your opinion, what a
4. Are the new syllabi tailored to the student 's abilities? Why? Why not
5. What are the most significant differences between the current and the previous curriculum of English Department?

The process of implementation of the curriculum reform in the English Department

6. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?
7. Have you noticed any changes during the implementation of the new curriculum? Please give examples!
8. Do you think the new subjects in English Department are easy to work out? Why? Why not?
9. In classes, what kinds of activities are usually developed with the students?
10. What materials do you normally use in class to work with students?
11. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?
12. What kinds of evaluation methods do you use in your teaching? Why?
13. What are the evaluation tools that most frequently used throughout the year?
14. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?
15. What are the main difficulties that you face in implementing the new programs/syllabi?
16. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated
17. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?
18. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?
19. Do you think the training provided is relevant? Why? Why not?
20. Do you have something else to add about curriculum reform?

III. Interview Guidelines for the General Director of Higher Education of Minister of Education.

Objectives: Present the project to respondents

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.

- Request for permission to record the interview.

The characterization of the informant:

- **Name:**
- Age:
- Sex:
- Academic qualification:
- Number of years of service:
- Positions presently held in the university:
- Years of teaching the subject:

Questions

The views of the Director General of Higher Education of Minister of Education on:

1. What were the main purposes of reforming the curriculum? What is its rationale?
2. Do you think this reform is timely and relevant? Why?
3. What kinds of difficulties have been faced in reforming the curriculum?
4. Are there any supports from outsiders/experts from the other countries to make the curriculum reform? What countries have been involved? What kind of support has been in place?
5. Have you adopted any kind of curriculum system from some other countries? If yes why and which one? In what aspects/dimensions? And if no, why not?
6. What are the most significant differences between the current and the previous curriculum of English Department?
7. In your opinions what are the positive and negative aspects of the new curriculum?
8. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

The process of implementation of the curriculum reform in the English Department:

9. What are the main difficulties being encountered in implementing of the curriculum reform?
10. The new programs are tailored/adjust to students' abilities? Why? Why not?
11. Is the time allocated to the academic discipline of English Department is sufficient? Why? Why not?
12. How do you evaluate the reform curriculum in general?
13. What are main difficulties in implementing the new curriculum? How have you been overcoming them?
14. In implementing of the reformed curriculum, has Minister of Education given any support to the English department? In what ways? Why? Why not?

15. Is there any training provided to lecturers regarding the curriculum reform in progress?
What kind of training?
16. Do you think the training provide is relevant? Why? Why not?
17. Do you have something else to add about curriculum reform?

Appendix 2. Transcription of the interview

I. Interview transcription of ET1 of English Department of the Faculty of Teacher Education at UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- **ET1**
- Age: 40+
- Sex: Male
- Academic qualification: Master in Adult Higher Education.
- Number of years of service: 8
- Positions presently held in the university is English Lecturer
- Years of teaching the subject 1.

Questions and answers:

The views of ET1 on the curriculum reform

1. What is your opinion/view on the new national curriculum for English Department?

I think the new national curriculum is quite well designed. We prepared it before and then we brought it into discussion among the lecturers of English Department. It was discussed in the Minister of Education and finally we revised it at UNTL and I agree with the revision that we have done to the curriculum.

2. In your opinion, what are the positive and negative aspects of the new curriculum?

I think we have this kind of curriculum in our department; it will be more benefit to us. About the negative side is not quite influence in the curriculum but only the positive side is quite influence there because with the new curriculum all the students will focus on their subjects area. I will give one example if the students study about reading if they study reading I if they are passing reading I they should go back and do again reading I in the first semester. It is about the old curriculum system. I think the model is quite the same. For the new curriculum system for example English One, all contents are already there for instance reading, writing, speaking and listening. If they are passing English One they will apply for English Two because English Two is higher level. This is the

advantages of this curriculum. The disadvantage is that if the students if they do not pass the study

3. Are the new syllabi tailored to the student 's abilities? Why? Why not?

Actually this is the first year of the implementation so we still in process to see wither the students can adjust with the new curriculum but based on what I observed roughly around 90% of the students passed the subject English One and now they enrolled in English Two. That means students are able to adjust, but for those students old semester students (old curriculum) they face a bit constrains because now we are entering in the new curriculum, so for the old students we have to find out another strategy to help them in order to pass all the subjects for the degree.

4. What are the most significant differences between the current and the previous curriculum of English Department?

Yes, there are some significant differences for instance in old curriculum we call it Speaking One; Reading One; Writing One; Listening One. But now we do not have it, what we have now is only English one which all is accumulated in it. Then, it is taught by a team of lecturers for instance English One consist of three or four lecturers to handle the subject of English One.

The process of implementation of the curriculum reform in the English Department

5. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?

We are in the process of adjustment. During the adjustment process I think it suddenly we find some difficulties but it will be gradually reduced when we get into the second and the third year. I think it will be gradually reduced because all the lectures will get more adapt with the curriculum.

The difficulties always related to, for instance in the old curriculum each lecturer they take their own responsibility on their own subject for instance my responsibility in teaching listening once I send all the grades let us said that student A or student B passed with A score and student C pass with score D or E that will be a final grade for the students. But once we work on this new curriculum that means I have to collaborate with my other three or four English teachers that teach English One to decide this student gets this score in listening and this student gets this score in reading and how

can we make some adjustment in order to help these students pass the subject. So it is a kind of team work.

6. Have you noticed any changes during the implementation of the new curriculum? Please give examples!

I think there are some changes because while we are doing teaching English in English Department we found out some students with more interest in studying the subjects. I actually in my case I did not teach English One but I teach Curriculum Inquiry and Educational Basic Policy and also the History of Education in Timor-Leste. Before I taught Grammar but I did not teach English One. So, I do not have any adjustment with the students.

7. Do you think the new subjects in English Department are easy to work out? Why? Why not?

Actually as I have mentioned that we are in the process so we need to do some assessment or evaluation after six months or after one year implementation we need to go back to look at the positive and negative sides of the curriculum.

8. In classes, what kinds of activities are usually developed with the students?

In the class I do some course work. At the beginning of the class I use half of lecturing for instance I give 30 % attention to lecturing and then I give some activities to students to do for instance if I came to the class I put up some interesting topics and divided them into groups to do the work during the semester. This is a kind of course work for them and another thing I will do is after the course work the students will come up with their ideas and presenting it with their group members in front of the class. This is what I did in class.

9. What materials do you normally use in class to work with students?

The teaching materials, I use some books that I borrowed from ELC (English Language Centre) and before we had English Language Centre, I have my own books that I bought when I was studying and those books I used as references in order to help me in teaching English; teaching Curriculum or teaching Basic Educational Policy.

10. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?

Before, I do not want to talk about this new curriculum but the old curriculum. The old curriculum each subject we have two credit hours and based on the two credit hours, for

me is sufficient and now if I compare with the new curriculum we have four credits hours. I think that is enough to cover all the subjects that required by the English Department students because we have four language skills that our students need to master before they get the degree in English Department. These four language skill require more attention by the students and lecturers.

11. What kinds of evaluation methods do you use in your teaching? Why?

Ok, there are mainly two kinds of evaluation methods that I used in my teaching but in addition I have another evaluation requirement as well such as attendant list and also the students' performance in the class. I have one written test and oral test. Usually I did it in during the first semester. Mid-term test I did writing test and the final test will apply oral test through projects. I assigned them with some topics in order for them to research in internet or library. After that they will write a paper on the topic and they will bring it to the class and do the presentation. After the presentation we have some questions and answers and take the scores from their presentations. Besides that some homework a kind of individual assignments that I gave to the students. Individual assignment such as specific topic for the students to do some researches or some findings when they are available at home and then come up to present it in the class.

12. What are the evaluation tools that most frequently used throughout the year?

Normally here we find difficulties in our university regarding the equipments for supporting our teaching and learning process that is why I use normal evaluation such as written and oral tests.

13. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?

The changes as I have mentioned to you before that the new curriculum still new and then we hardly find the differences between the old and the new curriculums. We found a little bit but we cannot make a conclusion to that yet because if the curriculum implemented after two years, we will find the differences.

14. What are the main difficulties that you face in implementing the new programs/syllabi?

I think there is not difficulty regarding the subject that I handle to teach my students but I am not sure about the English One because I did not teach English One yet.

15. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated?

If we talk about the Minister of Education I think probably they will assist the university with some equipments such as tables, chairs, and other equipments boards and some training that they will give to the lecturers to go overseas for doing some training on pedagogy, but in reality to English Department we did not get any support in terms of resources such as books or specific library. Actually we have some books here we have ELC (Language Training Centre) that provided by AusAid and it is almost two years.

16. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

Yes, we do prepare ourselves, and based on the knowledge that we have, and we talk about the education as we all aware that education is a process, so we as teachers need to learn and learn and prepare and prepare to do our job better in the future

17. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?

Actually right now we have some training that funded by AusAid, here that periodically send us to Bali for TESOL training.

18. Do you think the training provided is relevant? Why? Why not?

Yes, it is relevant because we are trained on English language skills.

19. Do you have something else to add about curriculum reform?

My final words if we want to set up a curriculum because will benefit the student, will benefit the society and also will benefit ourselves as an academic so the curriculum should be based on the needs of the society, should be based on the needs of the students and should be based on the institutional requirements. Why I said that we want to produce that the students that in the future our society will use them. The needs of the students, the student need to learn English quite well in order to help them easy to get job market. The institution we all in the state we have to oblige on our constitution so we should do our curriculum that more related to our own national educational basic law.

II. Interview transcription of ET2 of English Department of the Faculty of Education at UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- **ET2**
- Age : 30+
- Sex : male
- Academic qualifications : Bachelor degree and is doing master
- Number of years of service : 8
- Positions presently held in the university: English lecture assistant.
- Years of teaching the subject: 1

Questions and answers:

The views of ET2 on the curriculum reform:

1. What is your opinion/view on the new national curriculum for English Department?

The national curriculum is very important for English Department because we have a national curriculum we can use it to teach because if without national curriculum maybe the lecturers will use the subject based he wants.

2. In your opinion, what are the positive and negative aspects of the new curriculum?

The positive is developing new thing, because you that the curriculum always change based on the period and based on time. Then the positive is we can learn new things. New curriculum means that in the past we learn this subject but maybe already for example book resources already written in new style or new teaching, we have to follow this one.

The negative is for example when we implemented the new curriculum but we did not make a research before maybe use the structure but the reality maybe the feel the

students maybe low ability. It is a little problem for the students if do not socialize this curriculum for the students.

3. Are the new syllabi tailored to the student 's abilities? Why? Why not?

Yes, I think for the students, if we compare to the past time when a student came to the university they did not have any course in outside so directly come to the university but now all the students at least they have basic English and I think they can participate in this new curriculum means the new program adjust with the students ability.

4. What are the most significant differences between the current and the previous curriculum of English Department?

The current curriculum makes the students study hard but before because we divided the subjects for the all four skill of English such Speaking One, Listening One, Speaking One, Structure One, Writing One, but for the new curriculum no more specific what we call English One, English Two, etc.

The process of implementation of the curriculum reform in the English Department

5. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?

The lectures in the previous curriculum we follow the specific (English skills) we come the new one for example English One they will teach vocabulary, they will teach speaking, they will teach reading and they teach writing. That is very hard for the lecturers and also the students. It is very hard because we teach them at same time for all the four skills. I think it is the problem for the lecture also because how to manage the time because the time only one hour forty minutes. That is why we cannot cover it all.

I thing to overcome this we need to teach the four skill separately. What we are doing now is not focus.

6. Have you noticed any changes during the implementation of the new curriculum? Please give examples!

Yes, there are some changes for the new curriculum in the last semester we did put example the subjects like phonology; general linguistics; English seminar; and applied linguistics.

7. Do you think the new subjects in English Department are easy to work out? Why? Why not?

Oh yes, not 100% but yes, subjects are difficult but some are not. It is because some subjects are new so that the lecture need adjust them. Besides that, there are also limited of book sources.

8. In classes, what kinds of activities are usually developed with the students?

To develop my students first, we have make syllabus, second teach them. Actual in the classroom using group discussion for example I set six groups and give them the topics. Another thing always give them homework or assignment that they have to it and submit it I do the correction. Another thing if they are going to finish this semester I have to give them the mid and final tests.

9. What materials do you normally use in class to work with students?

Before I handle listening class but now for the new curriculum I change to TEFL (Teaching English and a Foreign Language). Because we do not have power point, so only use white board. When I teach them, I give them copy or handout about the subjects.

10. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?

Related to the previous question is not sufficient because we suppose to have enough facilities like what I have mentioned like power point we can use it for teaching to make sure the teaching and learning process.

11. What kinds of evaluation methods do you use in your teaching? Why?

First, attend the class regularly if he or she does not attend the class 3 times will fail. The students should follow the middle and final tests. For in the middle test he or she gets 60 up to 100. 60 to 74 is a C score. 75-84 is a B score, and 85 to 100 he or she get an A score. These are the evaluation that we use to measure the student or marking the students.

12. What are the evaluation tools that most frequently used throughout the year?

We only have computer to type the students' marks and the attendant list. The attendant list the students did not presence 3 times categorized as fail. So far we do not have any other tools to evaluate the students.

13. What are the main difficulties that you face in implementing the new programs/syllabi?

The first is students surprised with the implementation of the new curriculum before we adapt the new curriculum, the old/transitional curriculum we had for example speaking one, listening one, reading one, and writing but now suddenly we change to new curriculum is big problem for the old students because for example some students did not pass listening one and writing one and now no more listening one or writing one.

To overcome this problem English Department takes responsibility in order to resolve this problem. So the old students should follow the old curriculum and the new students follow the new curriculum. If the students fail for example in speaking one, the lecturer should try to find a solution. Solution means that they have to give more assignments or more exams in order to make sure the student past the subjects, because if not the students will victim.

14. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated?

Of course because this is the public university we under the minister of education all the developments building construction for example now we have a new building, that is supported by the Minister of education and another thing Minister of Education has a program to send some lecturers study in overseas like Portugal and Australia. Another thing is establishing a library.

Moreover, yah so far a lot of methodology training of teaching. Specific training like method of teaching writing, reading listening and speaking in some institution. In Dili I personally went to New Zealand to have some language training about the flash of how the student learn writing, speaking, grammar and learn independently by him or her selves. Another program is all the lecturers follow the TESOL (Teaching English to Speakers of other Language) training in Bali.

15. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

I think we are ready. If I say we are not ready but this is the first new curriculum, the consequence of developing the new curriculum even we still face problem but we are ready to face it.

16. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?

Yes, because through this TESOL training some lectures have some improvement in their teaching methods. Then some of the lecture went to Australia to do some teaching training.

17. Do you think the training provided is relevant? Why? Why not?

Yes, it is relevant to the teaching.

18. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?

The change is yes, because if we adapt the new curriculum of course we have new evaluation for example before we had listening one but now we have only English One, of course the scoring system will be different. But generally still the same.

19. Do you have something else to add about curriculum reform?

First, we have to do the research. Second, if we establish a curriculum should be based on the condition because if not student will be problem because the students have different in intellectual abilities.

III. Interview transcription of ET3 of English Department of the Faculty of Education of UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- **ET3**
- Age: 40+
- Sex: female
- Academic qualifications: Master of Educational Leadership
- Number of years of service: 5
- Positions presently held in the university: English lecture Assistant
- Years of teaching the subject: 5

Questions and answers:

The views of ET3 on the curriculum reform:

1. What is your opinion/view on the new national curriculum for English Department?

I think the new national curriculum is a great curriculum if compare with the previous one. It is minimum subjects compare the other one or previous one it is more subjects and now is 44 subjects and the previous one is 54 or 60 subjects.

The curriculum is more about the education and if compare to the previous one even though there is preparing the students to be English teacher but the subjects is more about linguistics.

2. In your opinion, what are the positive and negative aspects of the new curriculum?

Okay, the positive aspects of the new curriculum are because the minimum subjects so the lecturers or the teacher will not get overload subjects for teaching. So, we have enough teachers to handle each subject. The negative one is that we still poor of references to support the new curriculum.

3. Are the new syllabi tailored to the student 's abilities? Why? Why not?

Okay, because we help or teach students to be English teachers and Teach English as Foreign Language, so as a teacher we always decide the syllabus that adjusts with the students ' ability.

4. What are the most significant differences between the current and the previous curriculum of English Department?

The most significant differences here based on my observation it demands students to be more students centre than teacher centre. Also as English teachers we also can work as team in team teaching

The process of implementation of the curriculum reform in the English Department:

5. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?

I think there are some difficulties as I have mentioned before that every teacher trays to work with the books that we have and also syllabus that to adjust to the students' ability. Then the difficulties also facilities for the classroom teaching and the books that sweets the curriculum itself.

6. Have you noticed any changes during the implementation of the new curriculum? Please give examples!

I think that we have started this new curriculum for one and half years so for this part we have noticed some changes of the implementation of the subjects is more focused on the students to work more than teachers and also the subjects that we have not in the part of the English skill but we have like English One there are already four skills and language elements that we have to teach not like before, reading separate, speaking also separate and listening separate. So all are integrated skills.

7. Do you think the new subjects in English Department are easy to work out? Why? Why not?

Based on what I have read the curriculum is in Portuguese language, individually it is not easy but if we work in team, we can work it out. We work in team because we all have the same background of education so it is good for us to share ideas and to try to understand what are in the curriculum. So we say two heads is better than one.

8. In classes, what kinds of activities are usually developed with the students?

Normally, I provide the copy for the students and then give them instruction and asked them to read and guide them how to read and get the point from the text and put them in group discussion based on the Timorese content of study. The subject that I have been teaching is Teaching and Learning Strategy and also instructional design, Micro Teaching and Language Teaching.

9. What materials do you normally use in class to work with students?

Okay, because we still poor of facilities so still like manual teaching, I am not really power point but I use white board and board markers. Also giving the handout for the students.

10. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?

I think the time sufficient based the credits of each subject for example micro teaching has 2 credits in the transitional curriculum and even the new curriculum also there is teaching pedagogy. It is the same only different language.

11. What kinds of evaluation methods do you use in your teaching? Why?

Normally, like students participation, this is one criteria must be 75%. Then the students do the task and the tests. There are two tests; mid-term and final term tests. So, both curriculums are still doing the same mid-term and final tests.

12. What are the evaluation tools that most frequently used throughout the year?

Normally, we do it by using the evaluation tools but by asking the students to give us the feedback.

13. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?

I have already mentioned, this is the minimum subjects and the teachers are enough to handle the subjects with marks like the students have do more work than the teachers. Then the teachers prepare the subjects and the students need to access to the references that provided by the teachers.

14. What are the main difficulties that you face in implementing the new programs/syllabi?

The main difficulties based on my observation are that we still poor of facilities so we need IT supports like provide projectors for every classroom and relevant books to support the curriculum.

15. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated?

I think the Minister of Education that provides the curriculum work with the university to establish this curriculum. This university has a lot of cooperation with other universities abroad to support books, like Melbourne University and Victoria University are still processing to provide the books to support the library. They had been here to observe. One cooperation has been done between Minister of Education and AusAid to support the university for English Language Centre and now there a lot of English books and one lab for audio visual for listening and also students can practice their pronunciation or speaking through listening.

16. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

I think based on the curriculum that we have, as lecture we all think about good preparation but the university also has a plan for us to have workshop of this curriculum but it is still in process for the English Department or other departments. We all discussed how do adjust with the new curriculum

17. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?

Actually the university has plan for this but it has not been implemented but for the English Department teachers they already have one training about TESOL. Next week will be the third week and it will for four weeks so, we have learn how to well include the methods and classroom management. It is organized or supported by the AusAid and the training is conducted in Bali. The Indonesia Australia Language Foundation (IALF)

18. Do you think the training provided is relevant? Why? Why not?

I think it is relevant to new curriculum. If we teach English language there will be one packet for the integrated skills for 4 skills and language elements. So, it is very relevant to our teaching.

19. Do you have something else to add about curriculum reform?

This curriculum is only started so I think we still in the process of adjustment, so we can go on, may be have something to add and we will recommend to the university.

IV. Interview transcription of GL of English Department of the Faculty of Teacher Education of UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- Age 60+
- Female
- Qualifications: Master of Philosophy, Master of Arts (Appld) Hons. University of Waikato.
- Years of service: 20 years in New Zealand.
- One year and four months in Timor-Leste

Questions and answers:

The views of FL on the curriculum reform:

1. What is your opinion/view of the new national curriculum for the English Department?

It seems to be a well balanced curriculum.

2. In your opinion, what are the positive and negative aspects of the curriculum?

Because I am a visiting lecturer and because I have only been here for 4 weeks I am able to speak in depth about the curriculum. However I do think it is a positive addition that all of aspects of language learning have been brought into one subject- Ingles. This allows the four skills as well as vocabulary, pragmatics etc to be integrated into one course. As this is the way we use the language, often utilising more than one skill at a time – e.g. speaking and listening, reading and writing I feel it is a good idea to teach these skills in an integrated manner instead of in separate strands. I do not have any negative comments at this time.

3. Are the new syllabi tailored to the student's abilities? Why? Why not?

I think it is but I worry a little that the students have many subjects to cover and I am concerned that they do not have time to study deeply. Do they have time to do research and exploratory work which encourages them to become autonomous learners?

4. What are the most significant differences between the current and the previous curriculum of the English Department?

I have already mentioned a significant difference in No 2.

The process of implementation of the curriculum reform in the English Department

5. With the implementation of the current curriculum reform for the English department are there any difficulties encountered by the lecturers and the students in the process of teaching and learning. What kind of difficulties?

One small area of difficulty I have experienced as a visiting lecturer is that there is no provision for photocopying worksheets or Readings for the students. I am making good use of the white board but I would like to leave material for the students to read during the week.

6. Have you noticed any changes during the implementation of the new curriculum? Please give examples?.

I have only been here four weeks so I cannot comment on this.

7. Do you think the new subjects in the English Department are easy to work out? Why? Why not?

I found it a little difficult to work out what the subjects are about as I do not read Portuguese very well. However I know that teachers in the department will be able to read Portuguese as it is an official language. I also am wondering if there are objectives or Key Performance Indicators for each subject. This helps a new teacher and gives them direction in what to teach. At this stage I am not sure whether these are in place.

8. In classes, what kinds of activities are usually developed with the students?

I try to have interesting activities which involve student participation. Class and group discussion, Pair work and practice, Lecture and summary on white board, Homework each week which I mark and record on the roll. This becomes 15% of their mark in the final assessment process. I try to vary the activities so that students remain interested in the content.

9. What materials do you normally use in class to work with students?

I prepare most of my own activities but as well I am happy to use a text book. I usually use some but not all of the text book ideas and adapt them to the students' needs. I use materials from the ETC room and also power point and You tube clips which can be used in the ETC Training Room. For vocabulary extension I make my own materials for students to do matching activities so that they become more familiar with new vocabulary.

10. Is the time allocated to the academic discipline of the English department sufficient?
Why? Why not?

I am not able to answer this question.

11. What kind of evaluation methods do you use in your teaching? Why?

I use formative and summative evaluation. I evaluate each lesson after I have taught it and question whether something could have been done differently. I give the students small evaluations at the end of the lesson to make sure they have understood the content. I ask them to do homework which I mark and enter into the register. This becomes part of their final mark. I will also give a midterm and an end of term examination (summative) at the end of the teaching period.

12. What are the evaluation tools that most frequently used throughout the year?

As above.

13. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?

I have not been here long enough to notice any changes.

14. What are the main difficulties that you face in implementing the new programs/ syllabi?

At this stage no difficulty but I have only been here a short time.

15. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so what kind of support? From whom? What kind of help would have been appreciated?

I am not really able to answer this question.

16. Do you believe that the lecturers have sufficient preparation for the current programs or subjects in English Department? Why or why not?

I think that it is wonderful that Aus Aid is providing up to date and quality training in TESOL. I hope that this will improve the teaching of English throughout the department. However I also think that in general the teachers know their subjects and the context well and provide well for their students.

17. Is there any training provided to lecturers regarding the curriculum reform in progress?

I am not sure.

18. Do you think the training preceded is relevant?

I think the Aus Aid training is extremely relevant. I am not sure about other training.

19. Do you have something else to add about the curriculum reform?

I think it may be advisable to review the thesis program. Is it serving the students well? Do students learn a lot from this process? An evaluation of the Thesis programmed may answer these questions. I also think that it would good to consider keeping student records electronically.

V. Interview transcription of HED English Department of UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- **HED**
- Age 40+
- Sex: Male
- Academic qualifications: Master of Educational Lidership
- Number of years of service: 5
- Positions presently held in the university: Head of English Department.
- Years of teaching the subject 5

Questions and answers:

The views of HED on the curriculum reform:

1. What is your opinion/view on the new national curriculum for English Department?

Actually new national curriculum for English Department is established the Minister of Education that involve some staffs and some leaders from UNTL itself. This curriculum

consists of 39 subjects. This curriculum is walking to gather with transitional curriculum but the transitional curriculum almost comes to the end. Today the curriculum is working however we have some difficulties like we do not have enough teachers and some teachers do not have any knowledge about some subjects of materials offered or included in this curriculum.

2. What do you mean by the transitional curriculum almost ended?

We cannot use two curriculums at the same time, so the transitional curriculum should be ended because 1999-2002 we did not have government yet so the UNTL used the curriculum in order to provide some service for the students. But now is the time for UNTL itself to cooperate with Minister of Education implement the curriculum.

The new curriculum is started in 2011. The old curriculum, now the old students already of the semester sixth. Then the new curriculum is now the student already in fourth semester. So, the old or transition curriculum will be finished by three years time.

3. What have been the strategies to implement the curriculum reform?

The strategic normally teachers use to implement this curriculum reform, so far to be honest because the curriculum that used, you know is not like the transitory curriculum. The transitory curriculum normally the skills should be separated. For exam like speaking one, speaking two, speaking three and speaking four. Then reading and writing are the same but this curriculum includes all the skills for example one subject already reading, writing, and speaking. So, at the moment from English department we use teachers from abroad for example like United States, Philippine and one also from Cazastan but she has resigned. They used the strategies based on the understanding

4. In your opinion, what are the positive and negative aspects of the new curriculum?

We have some positive and negative aspects in this new curriculum. The positive aspect like this we have only 39 subjects but we have 160 credits points. If we compare to the old/previous curriculum we have the same credits but the subject are 73. So sometimes it does not give chance to student to prepare their lesson.

The negative aspects of this new curriculum are because some materials in this curriculum the teachers never study (not familiar with) so sometimes when prepare lesson plan is very difficult. For example the history about our education in East Timor, we do not have books and we have to go to /search from internet and we have to search for minister of education or we have to find somewhere else in order to the information and then will the students about the history of educational in Timor-Leste. Another one is about curriculum, most of us here we never learnt about the curriculum but now we

are struggling with this. Another one is about the history of North America. We never been to America and never study about the history of America. This curriculum forces us to learn. Maybe in the few years coming will be okay but at the moment we still struggle with.

5. Are the new syllabi tailored to the student 's abilities? Why? Why not?

The new curriculum is good because we have three hours per meeting and because every subject in this curriculum has 4 credits points. This means 2 hours for face to face meeting and 1 hour maybe we provide for the students to do their homework, at reading room, at somewhere else. Then they come for the presentation. If we compare to the old curriculum was not really good because if the student program like 12 subjects, they just coming like passing by because busy with the materials so sometime they do not prepare themselves.

6. What are the most significant differences between the current and the previous curriculum of English Department?

The most significant differences as I mentioned that the new curriculum provides more chance for the students to their material and after that they have present it in the classroom. If we compare to the transitional curriculum, it did not give chance to the students to give their presentation because in 4 years program. Then every semester a student should programmed 12 subjects. So this does not give opportunity to the students to prepare materials for the presentation. But the new curriculum is yes, only 4 or 5 subjects in a semester; it allows the students to prepare their lessons for the presentation.

7. Is the new curriculum is necessary for the students to write thesis?

Yes, they need to write a report of their research.

8. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?

Normally, the problem that the lecturers face is they do not master the material because some subject they never study. Then for the student as I mentioned that those students that just graduated from senior high school they already start with Portuguese and another situation when they finish at senior high school they did not attend a settlement test because they have good marks and they just selected by the minister of education and send to this department. They never attended any English course outside and this sometimes causing difficulties to the students but compare to the old curriculum

normally if the students just graduate or graduated 10 or 20 years ago but the university will the test to select the good student to enter this university.

9. Have you noticed any changes during the implementation of the new curriculum? Please give examples!

I compare the new students that use new curriculum, they have more problems if we compare to the old curriculum. More problem because the students are selected or appointed by the minister of education even they are not good in English when they were at high schools but once they to here no more for other departments for example biology, chemistry and geology and they are just sent here English Department. They mostly want English but they have not knowledge in English. The number of the students the sent by the government depends on the requirement, if I ask 100 they will send 100. If I only see their ability of understanding English is lower the one that seats for the test. This also affects the new curriculum. The new curriculum is good but this situation can affect its implementation.

10. Do you think the new subjects in English Department are easy to work out? Why? Why not?

Some yes but some are not really. The one yes, for example like English. English one to English seven, we may work out easily but the one not easy for example that I have mentioned the history of educational in East Timor, we have no knowledge and the history of North America, and we have no knowledge about this. This is the problem.

11. In classes, what kinds of activities are usually developed with the students?

I teach writing and reading. So, in reading the activities that I develop are skimming, scanning, and reading for summarize, reading for report what they have understood and reading for answer 5 WH questions. Then writing I have to ask the students to write like: free writing, write opinion, for and against writing, academic writing. Normally, I just come up with the title and explain the procedures in face to face meeting and ask the students to do it home and submit it and I correct at home and once I have the meeting will explain what mistakes they have made.

12. What materials do you normally use in class to work with students?

I only give the student handout that is all I can do because here we limitations, we do not have electronic equipments. The handout I did not give for free for everyone but I only provide a handout and ask the students to copy it.

13. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?

In the old curriculum last, semester we did not have enough time because 4 credit points we only used 2 hours or 1 and half hours but now yes we have 3 hours for the face to face meeting and another one hour to ask the students to do paper or presentations (HED).

14. What kinds of evaluation methods do you use in your teaching? Why?

The evaluation methods that I use normally a type of test such multiple choices, true false or sometimes we ask the students to papers. After that they submit and make the presentation. Normally if the students do not come for 4 times according to the academic regulation they fail. The copies that I already prepare or sometimes I prepare the questions and just ask the paper from the administration office and ask the students to write the answer to the questions. Sometimes I prepare the materials and get copy maybe one or two pages and ask the students their money and copy it, and I distribute to the in the class to do the test.

15. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?

At the moment I do not feel like a change yet because we just start, you know 1 and half year. Maybe it will be seen should be one graduation first, then we will see they have a good quality or not. If talk about any improvement or evaluation process, it should be looked at average marks when they graduate if they have 4 or 3 points.

16. What are the main difficulties that you face in implementing the new programs/syllabi?

That is about subjects. I do not have any knowledge in the new curriculum and then it is very hard for me to make my lesson plan and syllabus because I do not have any knowledge how come.

17. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated?

You know this university belongs to the government, the Minister of Education does not support directly like money or something else but once the lecturers sent to abroad to seek or attend a training, they always support.

18. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

At moment because one NGO from Australia AusAid has cooperation with UNTL and Minister of Education for English Department to establish one resource centre completed with the new published books and with some modern technology. This is very helpful and all the students are asked to go there to book when they have time they can listen, they can read and they can do whatever related to the English. That is about the materials. For intellectually, at the moment 5 lecturers from English Department including 2 assistants have been sent to Bali to prepare how to teach the integrated skills that delivered by ILS Bali for TESOL

19. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?

Yes, it is already mentioned that the teachers sent to Bali. Also for the curriculum, I already have one or two meetings last year to discuss how to fix the curriculum and even like the day yesterday I met the dean that we are going to make any revision on this new curriculum because if some material or subjects that not relevant to the situation or the needs of the students in East Timor will be replace with the other or dismiss and will come up with the new one or increase the credits point of the other subjects.

20. Do you think the training provided is relevant? Why? Why not?

Yes, because people there are very specialists in teaching language for every language skills and every language elements. They very specialist in how to make a lesson plan. Here sometimes we waste the time but there we do not waste the time one minute is still counted. Sometimes you know, I also attended the training make me stressful drive me crazy, sometime went to sleep at one o'clock. After we face to face meeting, in the afternoon we have to make lesson plan.

The lesson plan should be creative, so the teachers do not talk too much. They call it TTT (Teacher Talking Time). Should be less means that only explain the guidance or the material, and the rest the lesson plan should be composed based on the students speaking STT (Students Talking Time). So, at time one class one meeting, the lesson plan the teacher may just talk 20 minutes only or 20% only. The 80% should be given to the students to talk.

21. Do you have something else to add about curriculum reform?

This new curriculum is called *Currículo Conteúdo Mínimo*. This curriculum only 39 subjects and 160 credits but after we see some materials/subjects that really important

not include there and then we from English Department includes some lecturers from the faculty which is organized by the faculty. When we revised it we add more some subjects for example like research methodology, Tetun because the national language, ethic and administration, statistic and Portuguese because it is our official language.

VI. Interview transcription of D of the Faculty of Teacher Education of UNTL

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- **D**
- Age: 40+
- Sex: Male
- Academic qualifications: Educational Leadership Management
- Number of years of service: 6
- Positions presently held in the university: Dean of the faculty of Education.
- Years of teaching the subject: 18

Questions and answers:

The views of D on the curriculum reform:

1. What is your opinion/view on the new national curriculum for English Department?

Well, thank you very much for this opportunity; I think the English Department so far since it was established in 2000, the curriculum that was implemented in the department was transitional curriculum. That was the curriculum which was derived from the Indonesian curriculum was implemented during the occupation of Indonesia. After the independence or after 2000 when the East Timorese National University was re-established there were several changes about the curriculum. Why were changes?

There were some disciplines or subjects which were not appropriate to be implemented in the context of Timor-Leste especially the department of English. So, a lot of changes at that time, even though there were some related disciplines or subjects were still implemented until last two or three years before new minimum requirement curriculum

implemented. So, I think there will be a lot of changes through revisions, through workshop and seminars, through discussion in the department as well as in the level of faculty and university that we need some more changes where the benefits for the students and for the lecturers.

2. What have been the strategies to implement the curriculum reform?

Yes, I think the new curriculum that we implement, we change it a lot. We need to address the needs of the students especially we do not want students to learn a lot of credits and disciplines but they do not specialize in certain subjects. That is what we need some changes. Still we are now looking for in the revision of the new curriculum because in the reality we have seen that students may have no time to go to the library; not time for doing library research and sometimes if we look in the reality they do this subject and again another subject, and again, sometimes they do not have to the library. That is why we need to look at that for some revision. We will see that how the students can specialize in certain subjects. We do not just look at the students that they learn a lot of things but they do not know, they may only know one little thing about one thing, another little thing about thing about one discipline but they do not a lot about one thing.

3. In your opinion, what are the positive and negative aspects of the new curriculum?

Well, I think we have a lot of credits that is one thing. If we have a lot of credits then, we have to think that these credits for example one discipline has 6 credits. Instead of having 2 credits but we move to 6 credits for example and but we do not just use these 6 credits just to interact with students in the classroom but we need se for example one hour or one half hour in the classroom and the other one hour in the library and the other time for presentation or doing some research. you do not only use these 6 credits just everyday meet the students in the classroom, then you do not give the time to the students to do something else in relation to these 6 credits. So, there are advantages and disadvantages actually. So, we want students to really master or to really have skills on the subjects that they learn.

4. Do you have a good library now?

I think we are moving forward, especially for English Department we have a lot of new books come in because we have the English language centre which in cooperation with AusAid. Just the things that how the teachers could motivate and encourage the students use the resources, especially how you can give the students assignments. Assign them with the assignment that they can do and come and can discuss or present in the classroom. You cannot just give yourself teacher as a centre of learning but you need to make the students as the centre of the learning. Then interaction between the teacher

and students. Interaction between students and students. Giving feedback and provide opinions. Doing something that involves more students so they can more creative.

5. Are the new syllabi tailored to the student 's abilities? Why? Why not?

I think we encourage each of the teachers who teach English Department students to prepare syllabus that need to come up with in every semester for every subject, so that they will focus the students. Then, they will also focus on what they want to teach to address the students ' needs. We have done the workshop in the last 4 or 5 months which we talk about the syllabus. Students also that kind of thing the syllabus so they know what they learn during the semester. So that they are okay. This is what I going to learn in the semester. So they are related to some sources or information in the library or on internet or different sources that they can get themselves.

6. What are the most significant differences between the current and the previous curriculum of English Department?

I think the previous curriculum that was the transitional curriculum. That was used because you know that after the independence we did not have any curriculum available. We still the previous curriculum for about 5 or 6 years. But there were some changes that we removed like Indonesian philosophy, Indonesian language or something were not related to the English Department. But the other disciplines that closely or related to English we still use.

We already used it but there are some revisions that we are looking. We have done workshop as I mentioned early but I think we need still to have discussion and workshop, so we can develop, things like in the past in this curriculum for example like Literatura Norte Americana. I think this is not really related to the students ' needs. Why don ' t we say something about East Timor literature or nations that are very close to East Timor like Australia and Indonesia but we look at the literature of Norte Americano. What is the advantage? May be there are advantages but it is better we look at something that really close us.

The process of implementation of the curriculum reform in the English Department:

7. With the implementation of the current curriculum reform for English department are there any difficulties encountered by the lecturers and the students in the process teaching and learning? What kind of difficulties? If so, how to overcome the problems?

Yes, still because some of the disciplines are in terms of skills like speaking, listening and writing, I think we have a lot of resources but in some specific courses or disciplines, I think we do not have much sources. For example English for specific purposes, English for tourism and others. Why is that important because you do not only prepare teachers you need equip them with the skills because in the future say for example 15 to 20 years there will be a lot of teachers but if there are no location (job opportunities) schools and where they will work. So, if they do not go to teach and then they can do something else in relation of using English.

Sometimes still have some problems in terms of resources, in terms of space and sometimes at disciplines we have a lot of students then we have to divide them into parallel classes but when we distribute them into parallel classes we have problem of spaces of classrooms so, that why sometimes we need to teach them from 7:30 AM and until 8. 00 in the night.

8. Have you noticed any changes during the implementation of the new curriculum? Please give examples!

Yes, I think we have some changes. In fact when we implement this curriculum we have a lot of students who you know were happy because of they involve in different activities. This is because of the result of the curriculum we use to teach them. We that many of the students think that some of the curriculums are relevant to their needs because besides of looking jobs as a teacher or maybe few not become teachers also help them how to continue their study in overseas where English is needed. Some of the students maybe they study English maybe after they know English they may apply for master or post graduate degree they may choose other subjects where English is required. So here in the faculty of education of UNTL they study English, they specialize in English but after that when they go to Australia they study say for example another area like IT or maybe curriculum development or maybe leadership because they have foundation of English. But if they do not know English how they can study leadership, how can they study IT and how can they study curriculum development without knowing how to use English.

9. Do you think the new subjects in English Department are easy to work out? Some lecturers, they said some subjects are not easy for them to teach because lack of resources and something very new for them.

I think implementing a new curriculum is not an easy thing. That is what we need also upgrading the skills. We need to upgrade, involving teachers not only teaching, you cannot teach with the other graduate all the time but you need upgrade your degree by continuing study overseas or following seminars or workshops, teaching methodology so that you can upgrade your skills and knowledge of teaching.

If get a new subjects and if you do not know how to teach that is the university and faculty have planed how to send people outside to learn to upgrade the skill by studying in master degree or Phd or short courses like seminars or workshops in other countries to upgrade the skills so that when you come back you can teach the subjects.

10. In classes, what kinds of activities are usually developed with the students?

I think sometime a lot of teachers in East Timor generally and also in English Department we still do not know how we really involve the students. Many times we make the students to only teacher centre learning. This is a big problem. We need to change the strategy, to change the way how to learn. How to involve students in learning. You need make students to engage by asking them discussion: pair discussion, group discussion, whole class doing presentation, doing research and then doing presentation and giving feedback. That is really important rather than you only lecturing them and provides the information. Then you don't want what they are going to use with the information. This is a big problem. That is why many times I have had that. I think I participated in a lot of seminars and workshops inside and outside, I have different teachers used different strategies to that. So that is why we encourage each other of how to implement different types of strategies.

Giving them topics to discuss and then share in the classroom. Today students may learn from different sources internet, book, library and they can come up with information. You need to involve them. You do not just teach them. The way is that how can you organize them? How you can facilitate them? How you can prompt the students so that they can involve. So, ask to them to develop group work, pair work, discussion and presentation, so that they can talk more.

11. What materials do you normally use in class to work with students?

I normally, prepare activities, so I need to know the topics. Then also need to know whether the students like the topic or not. Then, I will come up with hand out and some activities and in the classroom I need to ask the students to discuss whether as I mentioned pair work of group work. After giving them time discussion and then they present the result of the discussion. After that, providing them feedback. If they have problem, then we need to discuss more. That is one way that normally I used.

12. What subject that you handle?

I teach research methods and in the past I teach writing. Normally in writing I asked the students to write. First, I provided them with brain storming in different types. Then,

asked them to come up with simple topics that they interested in. Then, provide them time to write and giving feedback.

This semester when I teach research method that is how the students at the end of their study, they are going to write their proposal or thesis. We need to provide how they can do that. Don't just come to teach the theories. We need to ask them to write mini research, for example going to library searching for some ideas and come back and report. How to write bibliography? How to quote? How to do interview? And come up with the result and present to the class.

13. The curriculum "*Currículo conteúdo mínimo*" students need to research and write thesis?

Yes, in the curriculum thesis is still there. We need that.

14. Is the time allocated to the academic discipline of English department sufficient? Why? Why not?

According to the academic year they need to finalize in four years but there are some students that very slow so they may finish their study by 5 or 6 years. It is the reality.

15. There not drop out system?

This is university, you need to ask the university whether they have drop out system but it is there, and you know we are to implement that. Don't say that we don't drop out. We have drop out, it is going to be implemented.

16. What kinds of evaluation methods do you use in your teaching? Why?

Normally, as you know that semester exams, we have midterm test and we have final exam. These are the two main exams that students do every semester. But there are also teacher provides them assignments. Some teachers they may have daily assignments, weekly assignment. It depends, and they all will come up to gather and sum up to gather with the results of the two main exams and we will have the final result.

17. What are the evaluation tools that most frequently used throughout the year?

In English Department they have some tools they need to organize by using electronic equipments and papers.

18. Regarding the evaluation process, have you experienced any change during the implementation of the new curriculum if we compare to the transitional curriculum? If so, what are these changes?

Yes, of course, if have seen that many of our students especially from English Department, they all are teachers. They all are going and teach. None of English Department so far, does not have job. They all have jobs. Most of them are teachers but few of them are working in NGOs.

After we implemented this curriculum, we conducted teaching practice with the Australian and we have sent Some of our students who doing their teaching practice in Korea, in Darwin Australia and some of the Victoria University in Australia, they also work to gather with our students in schools. So this is the new curriculum that we implement and that is one of the results.

19. What are the main difficulties that you face in implementing the new programs/syllabi?

I thing resource, resources spaces of the rooms and books. Then we more upgrading skill for teaching staffs whether through short courses or master or PhD.

20. When implementing the new curriculum, has the English Department got any support from the Ministry of Education and other? If so, what kind of support? From whom? What kind of help would have been appreciated?

This is a state university financially. Then, AusAid is currently working with English Department and we have established English Language Centre. We have volunteer teacher from USA, Australia and New Zealand and from other countries. Not only English department but also for the other departments.

21. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

We always need to encourage our lecturers or teaching staffs to upgrade their skills whether ask them to participate in international and national seminars or workshops, short courses and until they continue their study for masters or PhD.

22. Is there any training provided to lecturers regarding the curriculum reform in progress? If so, what kind of training?

Yes, we have in teaching and learning process that is TESOL program where they go and learn different strategies of teaching English in Bali and somewhere else like New Zealand.

23. Do you have something else to add about curriculum reform?

The limitation that we have and the program that we have especially in relation to English Department, we all need to work together because working in a team is very important to develop the department

VII. Interview transcription of the General Director of Higher Education of Minister of Education

Objectives: Present the project to respondents:

- Greetings
- Informing the informant about the objectives of the interview.
- Ensuring the confidentiality of the interview.
- Request for permission to record the interview.

The characterization of the informant:

- DG
- Age: 50+
- Sex: Male
- Academic qualifications: Post Graduate in Political Science
- Number of years of service: 2
- Positions presently held in Minister of Education: Director General of Minister Education

Questions and answers:

The views of DG on the curriculum reform:

1. What were the main purposes of reforming the curriculum? What is its rationale?

Thank you very much for this opportunity and salute for your effort to do the research in area of curriculum. First of all, I would like to say that in Minister of Education since 2006/2007 established of a National Commission for Minimum Curriculum Content for Higher Education. The team was led by Vice Minister of Higher Education Mr. Vitor da Conceição who is now studying in Portugal. Then the technical team consisted of DR. João Cândia and followed by Aurelio who is now as a rector of National University and DR. Lucas Da Costa. Finally, DR. Justinho who was as a National Director of Higher Education. It is now becoming our curriculum minimum contents of Higher Education of public universities.

The objective of establishing this curriculum is to standardize the level of the curriculum of all Higher Education. This is the general objective. I would to inform you that in this whole process since that time until these days, there is no curriculum revision at the ministerial level. There are some institutions include UNTL have some initiatives to do the revision to some subjects however generally is not yet from Minister of Education. Now, we are as a technical team from Minister of Education especially from Higher Education have plan for how to do the revision for the curriculum which has been established since 2006/2007. Then, the revision will be about national and international levels. This will be done in the near future.

2. Do you think this reform is timely and relevant? Why?

I fill that since there is Curriculum Minimum Contend, we no more purely use the Indonesian curriculum. The curriculum that has been established is already related to the needs as independent country.

3. What kinds of difficulties have been faced in reforming the curriculum?

When the establishment of the curriculum, as you know that in 2006 there was big military crisis that happened in our homeland which we faced a lot of difficulties however the team successfully concluded their task. Now we are going to do the revision which all Higher Educational Institutions will be invited to seat with us to review the curriculum.

4. Are there any supports from outsiders/experts from the other countries to make the curriculum reform? What countries have been involved? What kind of support has been in place?

About the teaching who at that time was regarded as a consultant but I do not know well about it because at that I was still not working here.

5. Have you adopted any kind of curriculum system from some other countries? If yes why and which one? In what aspects/dimensions? And if no, why not?

The Curriculum Minimum Contend which was established at that time was purely Timorese. From now on our plan is to invite some International experts in curriculum who can work together with the Timorese who are now working at higher education to know the real condition that happened in our country.

6. What are the most significant differences between the current and the previous curriculum of English Department?

You know that this curriculum minimum content is not an isolated curriculum. This curriculum is with the perspective that it can correspond to the demands of national, regional and global. The objective of establishing the curriculum is not only to respond the domestic needs but also for regional and international. We need to respond to the necessity of regional and international markets. We cannot create a curriculum which is isolated. So that in our preparation for the curriculum revision we need a curriculum expert that can make some comparison of the curriculum in Europe and Bologna system so our curriculum can meet the needs of our country.

7. In your opinions what are the positive and negative aspects of the new curriculum?

You know that higher education nothing is absolutely different but in the curriculum there are core subjects, optional subjects and general subjects. In curriculum, it depends on the needs of the country. This does not mean that this curriculum is 100% different of the Indonesian curriculum or Australian curriculum or Portuguese curriculum. We can say that this curriculum acceptable in everywhere.

8. Do you believe that the lectures have sufficient preparation for the current programs or subjects in English Department? Why? Why not?

This curriculum minimum contends, as we know that there are always positive and negative aspects. We talk first about the positive aspect. The positive aspect is that this university exists until today although it is not accumulate all that based on the needs of the working market. However, we have implemented this curriculum. The disadvantage is this curriculum already established for several years but still no revision. Other people are already going with the advance curriculum according the market jobs. We produce curriculum to help people to get jobs. Now if our curriculum is not reviewed to see what are the needs of companies, agencies with different areas? We will still remain the same. No we need to make change.

The process of implementation of the curriculum reform in the English Department:

9. What are the main difficulties being encountered in implementing of the curriculum reform?

The teachers prepare or not depend on each institution and government of how to make the teachers adapt with the curriculum and its areas of study, for example what happened in English Department if you back from your study you need to take place in the Faculty of Education especially in English Department. So that the capacity building

must be continued. We cannot put in either place to cause the lacking of human resources.

10. The new programs are tailored/adjust to students' abilities? Why? Why not?

They adapt so that until today we still go on. The students even there is a little diferente with our politic of language of instruction that we have changed based on our basic law of education that our languages of instructions are Tetun and Portuguese however, we still have some difficulties. The difficulties such as using language to transfer science to the students. However we also cannot force the students because it is in the process of transition. What we need to do is doing some programs that can correspond to the difficulties.

11. Is the time allocated to the academic discipline of English Department is sufficient? Why? Why not?

Okay, I think this curriculum we have distiguised related to the mark transcription but as I have said this is the job Minister of Education of how to cooperate with the represents higher education to see or review the curriculum so that it can correspond to the demands. In this opportunity I would like to inform that curriculum reform for the primary school is already completed. It is purely Timorese curriculum. Then the secondary school and secondary technical schools' curriculum have been approved. The law about the curriculum also has been approved. Now is the good time to the revision based on my point of view.

12. How do you evaluate the reform curriculum in general?

We prefer if not from Portuguese, well from English. This is the politic that we still elaborate. We hope that when we have the expert, the information well be deliver to all higher education institutions to send their represents to work the specialist. They will be divided into teams of science and social science.

13. What are main difficulties in implementing the new curriculum? How have you been overcoming them?

Yes, there are some difficulties as what I have said about advantage and disadvantages. The main difficulties are as we know that in some institutions have missed out some of their specific cources or subjects in this new curriculum. So that we need to adjust it in order to get a curriculum which is in uniform. Uniform does mean all the disciplines are similar 100% but atleast it has an indicator that represent.

14. In implementing of the reformed curriculum, has Minister of Education given any support to the English department? In what ways? Why? Why not?

The government provides to UNTL during the implementation of the new curriculum that, this university itself as a public university. The budget of UNTL is 100% from the government. Then the private universities until today the government provides fund through institutional subsidy for the finalists students who accredited based on the criteria that determined by Minister of Education.

15. Is there any training provided to lecturers regarding the curriculum reform in progress? What kind of training?

I don't know about this, but according to my observations during this time that in 2005/2006, I am not sure but like UNTL that you questioned about Professor Willy who gave some help is correct. At that time UNTL really invited him to elaborate the Curriculum Minimum Contents and to do some training but the other institution I am not sure.

16. Do you have something else to add about curriculum reform?

I would like to say that we all hope that our plan can be resolved no implemented. If it is realized the curriculum minimum contend will be based the needs of Timor as well as in international level. Then, you as a student who is doing master in English especially in area of curriculum, we really solute you. This is a priority for the Minister of Education because all of us cannot concentrate on one area. We all need to specialize in different areas. Who knows in the future if you continue doctoral degree, you can be the specialist in curriculum area, then it is no more import people from overseas because we have our own people.